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ABSTRACT

Prepared as part of Platte Technical Community College's project to help managers and supervisors develop practical, up-to-date managerial skills in a relatively short time, this instructional workbook provides information and exercises applicable to on-the-job situations. Unit I focuses on time management, the causes and management of stress, and aspects of personnel management, including human relations, employee counseling, change strategies, and conflict resolution. Unit II provides the manager with an opportunity to increase his/her knowledge of budgeting and financial management, computer systems, and planning. Unit III covers the topics of communication (in terms of barriers to effective communication, organizational communication, and listening skills), delegation of responsibility, and motivation (covering the theories of Maslow, Herzberg, and McGregor and motivational devices). The final unit explores the government regulations affecting business, problem solving and decision making, and public relations. Each of the units is structured identically and includes: (1) overall unit objectives; (2) specific objectives related to each topic; (3) suggested instructor and participant activities; (4) a list of instructional materials included; (5) a reference list; (6) information sheets which define terms, present topics, and recommend techniques; (7) transparency masters; (8) assignment sheets; and (9) a review test. (AYC)

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Project TEAMS

Techniques and Education for Achieving Management Skills

Achieving Management Skills

Unit I - The Management Team
Unit II - Make Sense
Unit III - Input and Output
Unit IV - Publics and Privates

March, 1980

Funding for Project TEAMS was provided by Title IA of the Higher Education Act of 1965, and administered by the Nebraska Coordinating Commission for Postsecondary Education

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Platte Technical Community College
Member of Central Technical Community College Area

Project TEAMS

Professional growth is part of the challenge -- and the satisfaction -- of being a manager or supervisor. Practical experience and traditional education both can plan important roles in developing management skills. Project TEAMS (Techniques and Education for Achieving Management Skills) combines the best elements of both by relating theory directly to practice.

Platte Technical College developed Project TEAMS to meet a growing need for continuing education by managers and supervisors. Because the project's goal is to develop practical, up-to-date management skills in a relatively short time, we asked managers and supervisors to identify the topics which should be covered.

Advisory committees were formed representing each of four management sectors: business and industry, health care administration, private business (owner-managers), and public administration (city, county, education, non-profit organizations). Committee members represented the following Nebraska communities: Albion, Clarkson, Columbus, David City, Fullerton, Grand Island, Humphrey, Lindsay, Monroe, Norfolk, Osceola, Rising City, and Schuyler. Each committee identified and ranked, according to priority, the 25 managerial tasks most important in their profession. A separate course was developed for each of the four sectors after analysis of the identified tasks. Each course entails about 20 classroom hours of instruction. A fifth course, entailing 12 hours of instruction, was developed covering topics identified as important to all four areas of management.

These courses can be offered to either groups or individuals on-campus or in off-campus sites. Students can concentrate on those skills most important to them, and assignments generally can be applied to on-the-job situations.

Project Funding

Funding for Project TEAMS was provided by Title IA of the Higher Education Act of 1965 as ammended and administered by the Nebraska Coordinating Commission for Postsecondary Education. An institutional contribution was provided by the Central Technical Community College Area.

Project TEAMS Staff

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Project TEAMS Courses

Business and Industrial Supervisors Course

Health Care Administrators Course

Independent Business Owner-Managers Course

Public Administrators Course

General Course: Achievement Management Skills

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

UNIT OBJECTIVES

This unit will give the manager an opportunity to increase management skills in regard to time management, stress management, and personnel management. In studying these three topics, specific techniques for each will be presented as well as opportunities to participate in actual practice activities.

SPECIFIC OBJECTIVES

Upon completion of this unit, the participant should be able to:

1. Match definitions with the following terms: conflict, stress, and time management.
2. List ten common time wasters and four questions to ask in analyzing those time wasters.
3. Discuss four techniques for using time more effectively.
4. Discuss stress management, especially five causes of stress, the Type A and Type B personality characteristics, and five steps for controlling stress.
5. List five general guidelines for human relations skills, seven indications that an employee is having a problem, and three sources of employee problems.
6. Discuss the five R's of counseling with employees who have problems.
7. Discuss disciplining employees, particularly seven guidelines for administering discipline.
8. List four responses to change, three reasons for resistance to change, and five tips on implementing change.
9. List three reasons for conflict and five ways in which people may respond to conflict.
10. Discuss five advantages and three disadvantages of conflict and four ways managers can help resolve employee conflicts.

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide participants with objective sheet.
- B. Provide participants with information and assignment sheets.
- C. Discuss objectives.
- D. Discuss information and assignment sheets.
- E. Discuss review sheets.

II. Participants:

- A. Read objectives.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Check that objectives can be achieved.
- E. Complete and check review sheets.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheets
- C. Transparency masters:
    1. Time log
    2. Employee problems
    3. Change
    4. Handling conflict
- D. Assignment sheets:
    1. Time log
    2. Stress test
    3. Employee problems case study
    4. Conflict case study
- E. Review sheets

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REFERENCE CODE:

A--time management
B--stress management
C--personnel management

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT

INFORMATION SHEET

I. Terms and definitions:

A. Conflict--Disagreement between two or more parties resulting from an incompatability of facts, methods, goals, or values.
B. Stress--Tension as a reaction to pressure; can be constructive (as a spur to achievement) or destructive (as a contribution to physical and mental breakdown).
C. Time management--The effective utilization of the resource called "time" so that managerial productivity is enhanced.

II. A lack of sufficient time is a frequent managerial complaint. However, everyone has the same amount of time in a day, and the problem is actually one of using it most efficiently:

A. Identify your time wasters. Management studies have found these 15 most common time wasters:

1. Telephone interruptions.
2. Drop-in visitors.
3. Meetings.
4. Crisis management.
5. Lack objectives, priorities, daily plan.
6. Cluttered desk/personal disorganization.
7. Ineffective delegation.
8. Attempting too much at once.
9. Lack of/unclear communication.
10. Inadequate, inaccurate, delayed information.
11. Indecision and procrastination.
12. Confused responsibility and authority.
13. Inability to say "no".
14. Leaving tasks unfinished.
15. Lack of self-discipline.

B. Analyze your time wasters:

1. Which are caused primarily by you?
2. Which are caused primarily by other people?
3. Of those caused by others, which could you control or eliminate?
4. Remember, the basis for time management is self-discipline

III. Some techniques for using time more effectively:

A. Block interruptions:

1. Close the open door. Set aside some time every day to work without interruption. If necessary, have your secretary screen visitors and set up appointments at a more convenient hour, or come to the office an hour or two early.

2. Control telephone calls. Your secretary should handle them whenever possible. Group your outgoing calls and make them at one time during the day. Keep calls concise.
3. Organize paperwork. Decide what actually needs to be read and what can be ignored. Keep only current paperwork on your desk to avoid distraction from other materials.
4. Control meetings. If you call them, be sure they are necessary in the first place. Then start the meeting on time, following a time-limited agenda, summarize important points of the meeting before adjourning, and end on time.

B. Set priorities:

1. Know and use the Pareto principle: 20% of the things you do ("the vital few") result in 80% of your total significant output; the other 80% of the items on your list are "the trivial many" and will result in only 20% of your total output. Put your best efforts into the "vital few"; don't spend undue time and energy on the "trival many."
2. Arrange priorities on the basis of answers to questions such as:

    a. What will contribute the most to management objectives and departmental goals?
    b. What will be best for employee morale and productivity?

C. Use priorities:

1. Make a realistic estimate of how much time each job will take and follow through systematically to make sure tasks are accomplished.
2. Be flexible. Priorities may change suddenly due to new problems arising or solution of one problem leading to expansion or deletion of another one.
3. Be decisive. Don't avoid a priority because of fear. If something has been on your list for a long time, either do it or forget it.
4. Delegate. The proper use of staff is one of the best ways a manager can save time.

D. Use a time log: (transparency)

1. List daily goals and set deadlines for reaching those goals. Write goals in terms of results; e.g., "persuade L.A. to try new sales programs for 6 months" instead of "meet with L.A." Remember, goals must be:

    a. Measurable--you will know when you have achieved it.
    b. Achievable--you can do it.
    c. Demanding--you will feel a sense of accomplishment when you have done it.
    d. Flexible--you can change it if necessary.

2. Record activities in detail, at 15-minute intervals throughout the day. Do this immediately after the activity, not at the end of the day, since the purpose is to identify interruptions; e.g., 10:00 - telephone call to J.R. re sales meeting; 10:15 - began working on quarterly report; 10:30 - B.R. stopped by and invited me to go on coffee break.
3. Assign a priority ranking to each action.

4. Comment on each action. How was the item handled? How might it be handled more effectively next time?
5. Analyze your use of time:
    a. To what extent did you achieve each objective? If you did not achieve it, what was the reason?
    b. Which part of your day was most productive? How can you plan to take even greater advantage of that time?
    c. Which were your most frequent or most serious interruptors? How can these be changed?

6. Set goals for the next day, based on analysis of this day's productivity and interruptions.

IV. Stress and job tensions can be sources of problems both for the manager personally and for employees.

A. Causes of stress among executives:

1. Inability to cope with sudden change.
2. Failure to accept thwarted ambitions.
3. Promotion to jobs above capacity.
4. Declining ability, fear about retirement.
5. Violent personality clashes with close colleagues.
6. Conflict between home life and work.
7. Lack of well defined responsibilities.
8. Responsibility without authority.

B. Some personalities, called Type A, are more susceptible to stress-associated diseases as a result of role overload. In contrast, Type B behaviors result in far fewer stress-related physical problems.

1. Type A characteristics:
    a. Excessive drive, ambition.
    b. Aggressiveness.
    c. Involvement in competitive activities.
    d. Frequent deadlines and pressure for productivity.
    e. Strong sense of time urgency.

2. Type B characteristics:
    a. Relaxed and easy-going, seldom impatient or irritable.
    b. Takes time to enjoy avocational pursuits.
    c. Works steadily.
    d. Not concerned with social achievement.
    e. Basically non-competitive.

C. Steps for controlling stress:

1. Know yourself and your personal reactions to stress. Be aware of physical and mental symptoms of growing stress and be careful of over-reaction to stressful situations.
2. Practice sound administrative principles. Realize that managerial decisions cannot please everyone and life is filled with conflicts. Take a rational, organized approach toward solving such problems.

3. Follow a daily routine of periodic, complete separation from the job. Use coffee breaks or lunch periods to block out work problems for a short time.
4. Verbalize problems to a trusted confidant when necessary. Talking about a problem often broadens perspectives and unburdens the mind so that it can arrive at a sensible course of action.
5. Adopt a daily routine of moderate exercise. Physical activity can get the manager away from the stressful environment and also condition the body's stress-adaptation mechanisms.
6. Maintain proper diet and eating habits.
7. Have periodic medical examinations to alleviate health fears.

V. Personnel management ranges from everyday relationships to employee problems and contract negotiation:

A. Dealing with many and various personalities is always a managerial challenge. Some general guidelines for human relations skills include:

1. Empathy--the ability to look at things from the other person's point of view; not agreeing with the other's feelings, but respecting those feelings.
2. Self-awareness--knowledge of your own personality and behavior patterns; your impact on others, your particular prejudices, values, weaknesses, habits, etc.
3. Acceptance of individual differences--realization that each person is unique and there are no "sure answers" for dealing with people.
4. Perceptual awareness--each person interprets things in his/her own particular way which can result in conflict and misunderstandings.
5. An employee orientation--as opposed to a production orientation, this manager expects a good deal from his/her employees but is also considerate of them as human beings and concerned about developing them on the job and helping them with their problems.

B. Indications that an employee is having a problem:

1. Exhibits marked reduction in interest or effort.
2. Becomes unusally critical of others or of self.
3. Becomes overly sensitive or defensive.
4. Becomes ill-tempered, irritable.
5. Becomes inattentive, preoccupied.
6. Begins to have difficulty in expressing thoughts.
7. Becomes unusually quiet or reclusive.
8. Increased accidents.
9. Increased fatigue.

C. Sources of employee problems: (transparency)

1. Within the individual--problems such as poor peer relationships, lack of job satisfaction, physical or mental illnesses.
2. Within the organization--job insecurity, unsatisfactory working conditions, poor supervision.
3. Outside the organization--family difficulties, personal problems, conflicts with other social institutions.

VI. In counseling with employees regarding their problems, remember the five R's:

A. Right purpose--counseling is not to be used to pry into employees' lives, but rather to strengthen, maintain, or restore the working relationship and the employee's effectiveness.

B. Right time--counseling is a sensitive process and should be done only when it is necessary and when both parties are willing to openly communicate.

C. Right place--counseling should be done in privacy, away from distractions, and in confidence.

D. Right approach--supervisor should take a nondirective approach and allow the employee to do most of the talking, rather than "giving the solutions" to employee problems.

E. Rignt techniques--the supervisor should follow these principles of interviewing:

1. Listen patiently to what the employee has to say.
2. Refrain from criticizing or offering hasty advice.
3. Never argue with an employee while you are counseling.
4. Give your undivided attention to the employee.
5. Look beyond the mere words of what the employee says--listen to see if s/he's trying to tell you something deeper than what appears on the surface.

VII. Disciplining employees should not be regarded only as negative and punishing, but should be a constructive measure, emphasizing the necessity of following rules:

A. An effective discipline program should be based upon:

1. Rules that are reasonable.
2. Clear employee understanding of what is expected of him/her.
3. The employer's right to a well-disciplined, cooperative work force.
4. The employer's authority to administer discipline when rules are violated.

B. A formal disciplinary procedure should be established, and should contain the following provisions:

1. Penalities should be based on specific charges. The charges and their underlying reasons should be clear and provable (for example, incompetence, negligence, and misconduct).
2. All employees must be treated consistently under the disciplinary program; however, the background and circumstances of each case should be considered separately.
3. Penalties should be progressive and related to the offense. Typical penalties in progressive order of severity are:
    a. Simple oral warning.
    b. Oral warning that is noted in the person's employment record.
    c. Written warning noted in employment record.
    d. Suspension from the job, usually varying from one day to two weeks.
    e. Discharge.
4. Rules and regulations must be reasonable.
5. There must be a provision for appeal.

C. Some guidelines for the manager administering discipline:

1. Move in promptly. As soon as you are aware of a rule violation, investigate the facts and take some action. Inaction is equivalent to condoning the violation and making the rule ineffective.
2. Get all the facts. Make a record of these facts as evidence of the incident and to help recall details later.
3. Provide an opportunity to explain. Take the initiative in asking for an explanation and investigating it.
4. Know the principles of corrective discipline:

   a. The purpose of discipline is to obtain compliance with established rules of conduct, not punishment.
   b. Discharge is not corrective in nature; therefore, it should be resorted to only when other efforts have failed.

5. Determine the nature of the offense, whether it is of major or of lesser significance.
6. Determine the rules violated. Usually it is better to select the one rule most appropriate for the offense and easiest to prove rather than "throwing the book" at the employee.
7. Consider the basic factors such as:

   a. Guilt--just what is the violation?
   b. Prior conduct record.
   c. Length of service.
   d. Period of time since last penalty.
   e. Local practice or policy.
   f. Mitigating or aggravating circumstances.

VIII. Dealing with change is one particular area with impact on personnel management:

A. Individual employee responses to change depend upon:

1. The extent of the information s/he has received about the change.
2. The extent of participation s/he has had in making the decision for change and in actual implementation of the change.
3. The amount of trust s/he has in the initiator of the change.
4. Previous experiences with change.

B. Possible resistance to the change occurs because of: (transparency)

1. Economic causes--a fear of possible reduction in pay or unemployment, reduction of status, recognition, or satisfaction.
2. Social causes--disruption of the work environment, fear of new social relationships.
3. Psychological cause--fear of failing at the new task, loss of security, belief that criticism of previous methods is implied in the change.

C. Tips on implementing change:

1. Make certain that employees understand the situation that makes a change necessary. If they can perceive its necessity, they are more likely to make an effort to adjust.

2. Disturb as little as possible the existing customs and informal relationships.
3. Provide information about the change in advance. Such information can include the reasons necessitating the change, its nature, timing, and impact upon the organization and the people in it.
4. Encourage employee participation in the implementation (as well as the formation) of changes.
5. Provide for means of releasing tensions resulting from the introduction of change. Let employees ask questions and air complaints.
6. Follow-up and evaluate the change. This provides feedback which can lead to corrections where necessary or can strengthen the conviction that the change was wise--or it can create the recognition that further change is necessary.

IX. Conflict is also an area of concern to the manager. Conflict is a complex emotional response to a stressful situation:

A. Some reasons for conflict:

1. Informational differences. The parties may have been exposed to different information and thus arrived at a different understanding of the issue and of what course of action makes the most sense.
2. Perceptual differences. Although the parties have been exposed to the same data, their past experiences may cause them to interpret it in different ways.
3. Role differences. People's situations or roles may cause them to take opposing positions.

B. Ways in which people may respond to conflict: (transparency)

1. Competing--going all out to win your objective at the other's expense; in using this mode it is essential that you know clearly what you want, why it is important, how you plan to "win", and what might happen to the other party.
2. Accommodating--neglecting your concerns to let the other party achieve what is important to him/her; sometimes this may be an indication that preserving a relationship is more important than winning a particular point.
3. Avoiding--abandoning the confrontation issue when there seems to be little chance of satisfactory resolution; used when the timing is wrong or issue isn't really critical.
4. Compromising--settling for "half a loaf" rather than risking an all-out win-lose struggle; may make sense, for example, when there is a limited budget and several projects require funding.
5. Collaborating--a mutual problem-solving process where each party accepts the other's goals and they work together to achieve the best for both; rather than a pie-dividing technique, it is pie-stretching maneuver.

X. Conflict can produce benefits as well as problems:

A. Advantages of conflict:

1. Conflict can lead to change. A dissatisfaction which leads to conflict may progress to change and adaptation of an improved course of action.

2. Conflict creates energy and activity. Competition is a form of conflict and many people perform better in competitive, pressure situations.
3. Conflict stimulates interest, curiosity, and ideas. Challenging proposals and plans normally leads to consideration of alternatives and more effective decisions.
4. External conflict results in internal group cohesion. A common outside threat can increase organizational commitment and cooperation.
5. Conflict can result in a reduction of tension. Bringing irritants into the open often makes it possible for differences to be resolved and interactions improved.

B. Disadvantages of conflict:

1. Extreme conflict can result in instability and chaos. Hostility develops between parties, and thoughts and actions center on negatives.
2. Conflict destroys cooperation and disrupts the flow of activity. Opposing factions within an organization tend to focus attention on the dispute rather than on the tasks necessary to achieve organizational purposes.
3. Extreme conflict reduces reliance on reason and evokes emotional behavior. Suspicion and a lack of trust lead to concealment of activities, restricted communication, and distorted perceptions and relationships.

C. How managers can help resolve employee conflicts:

1. Arbitration--a third party, such as the manager him/herself, makes a decision which both parties must agree to respect and to implement. The supervisor, however, must be careful not to choose sides without providing reasons for the decisions, or conflict will simply be escalated.
2. Negotiation--both parties meet to confront the problem and bargain until both are satisfied with the compromise reached.
3. Establish objectives--many times both parties can agree on a goal to be achieved even if they disagree violently on the methods to be used in reaching the goal.
4. Examine the management system--a lack of knowledge, inadequate communication, unfair treatment of employees, etc., will cause conflict. It is the manager's responsibility to;

    a. Review past actions, clarify the issues, attempt to discover the underlying causes of the conflict.
    b. Encourage employees to communicate freely and not hold back grievances.
    c. Prevent employees from attacking the opponent's sensitive spots that have nothing to do with the issues of the conflict.
    d. Keep discussions on specific issues; discourage aimless arguing.
    e. Follow up to be sure agreed upon resolution is being implemented and is handling the problem satisfactorily.

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

TRANSPARENCY MASTER #1

DAILY TIME LOG

Date: April 10

Name: J. Johnson

Goals: (1) finish quarterly report

(2) hire secretary

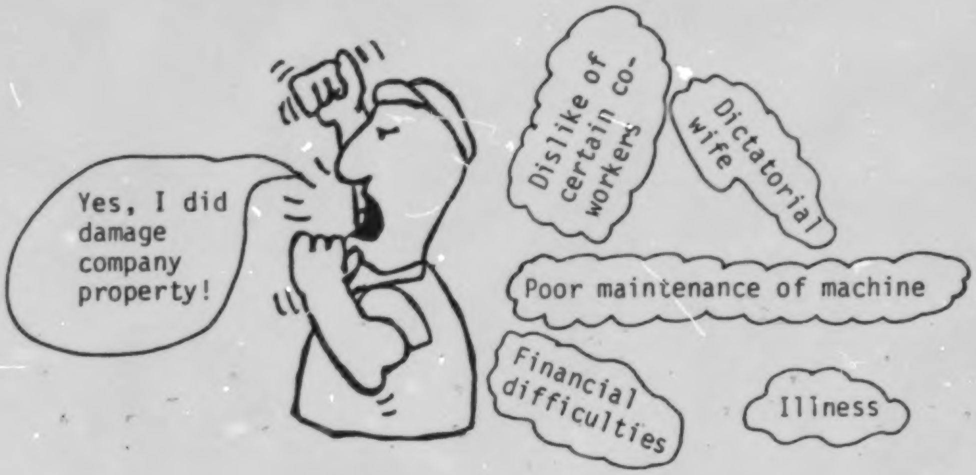
(3) prepare agenda for staff meeting

TIME	ACTION	PRIORITY High Medium Low	COMMENTS Delegate to ________ Combine with ________ Next time say "No." Eliminate Other
8:00	read mail	med.	
	↓		
8:30	answer two letters — to T.L. and P.L.	med.	could have waited
9:00	interview sec.	high	necessary
	↓		
9:30	begin agenda—	high	need uninterrupted time
	phone call from J.R.	med.	
10:00	continue agenda	high-	
	coffee w/ R.L.	low-	interruption — eliminate
10:30	interview sec.	high	necessary
	↓		
11:00	finish agenda	high	could have been done faster w/out interruptions!
etc.			

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

TRANSPARENCY MASTER #2

Problem	Employee	Factors that are hidden causes of problem

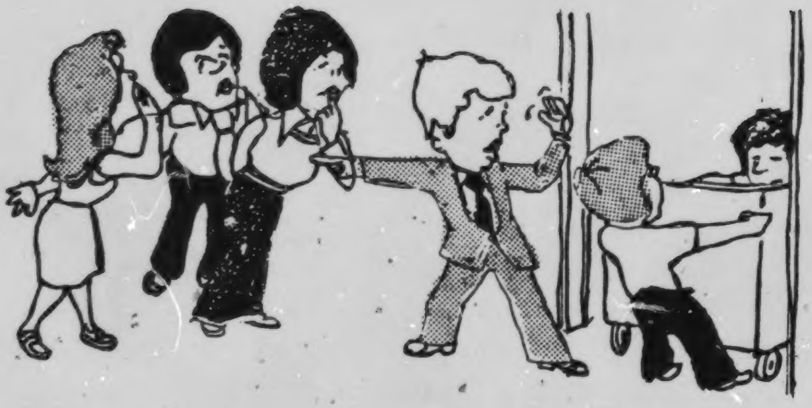

Yes, I did damage company property!
Dislike of certain co-workers
Dictatorial wife
Poor maintenance of machine
Financial difficulties
Illness

An employee problem usually reflects and results from hidden causes related intimately to the employee.

Source: Terry, George R. Supervision. Homewood: Richard D. Irwin, 1978, p. 317.

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

TRANSPARENCY MASTER #3

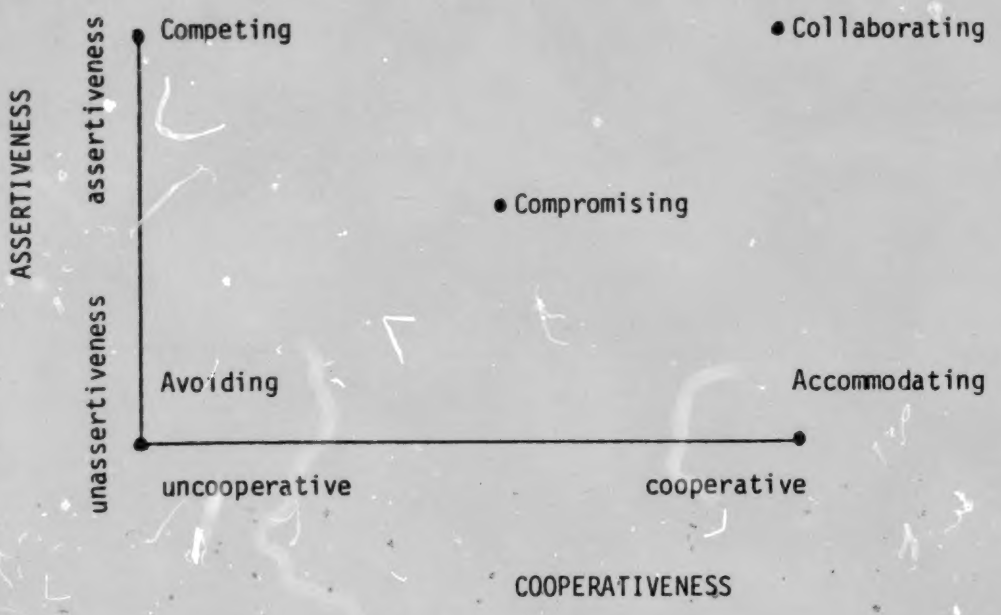


Many people fear change because they cannot assess or predict what the change will mean in terms of their own position, activity, and ability.

Source: Haimann, Theo. Supervision: Concepts and Practices of Management. Cincinnati: South-Western Publishing Co., 1977, p. 258.

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

TRANSPARENCY MASTER #4


Competing
Collaborating
Compromising
Avoiding
Accommodating
ASSERTIVENESS
assertiveness
unassertiveness
uncooperative
cooperative
COOPERATIVENESS

WAYS OF HANDLING CONFLICT

Source: Schmidt, Warren H. "Conflict: A Powerful Process for (Good or Bad) Change," Management Review, January, 1975, P. 125.

ACHIEVING MANAGEMENT SKILLS
THE MANAGEMENT TEAM
UNIT I

ASSIGNMENT SHEET #1

TIME MANAGEMENT

Use the time log sheets attached and keep a log of your own work time in the next 48 hours. At the end of that time analyze your use of time, using the questions on the information sheet.

Date: ________________

DAILY TIME LOG

Name: ____________________

Goals: (1) ____

(2) ____

(3) ____

TIME	ACTION	PRIORITY High Medium Low	COMMENTS Delegate to ___________ Next time say "No." Eliminate Other
8:00			
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			

11:30			
12:00			
12:30			
1:00			
1:30			
2:00			
2:30			
3:00			
3:30			
4:00			
4:30			
5:00			

adapted from Mackenzie, R. Alec. New Time Management Methods for You and Your Staff. Chicago: Dartnell Corporation, 1975.

ACHIEVING MANAGEMENT SKILLS
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ASSIGNMENT SHEET #2

Circle each of the events listed that have happened to you in the past year. Then add up the mean point values for each.

	LIFE EVENT	MEAN VALUE
1.	Death of spouse	100
2.	Divorce	73
3.	Marital separation	65
4.	Jail term	63
5.	Death of close family member	63
6.	Personal injury or illness	53
7.	Marriage	50
8.	Fired at work	47
9.	Marital reconciliation	45
10.	Retirement	45
11.	Change in health of family member	44
12.	Pregnancy	40
13.	Sex difficulties	39
14.	Gain of new family member	39
15.	Business readjustment	39
16.	Change in financial state	38
17.	Death of close friend	37
18.	Change to different line of work	36
19.	Change in number of arguments with spouse	35
20.	Mortgage over $10,000	31
21.	Foreclosure of mortgage or loan	30
22.	Change in responsibilities at work	29
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Wife begin or stop work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personal habits	24
30.	Trouble with boss	23
31.	Change in work hours or conditions	20
32.	Change in residence	20
33.	Change in schools	20
34.	Change in recreation	19
35.	Change in church activities	19
36.	Change in social activities	18
37.	Mortgage or loan less than $10,000	17
38.	Change in sleeping habits	16
39.	Change in number of family get-togethers	15
40.	Change in eating habits	15
41.	Vacation	13
42.	Christmas	12
43.	Minor violations of the law	11

☐ TOTAL POINTS

Scoring:

Holding on: If you score 600 points, you're probably in a major crisis. Don't make intricate plans for improving your life. You need to survive. Hold on to anyone who will help you get through the week or the day, but don't make any more changes just now.

Saying "no": If you're between 300 and 500 points, and you want to slow down, you'll probably need to say "no" to some of your options. Forget the guilt trip. Do what is most healthy for you. Select those activities essential to you and slacken your pace by saying "no" to the rest until you can adequately process the change you've already gone through.

Saying "yes": If you are between 0 and 100 points, you're in danger of becoming stagnant. You might get involved in new ventures. When you're asked to participate, say "yes". You don't, however, need to wait for an invitation. Volunteer. If you're dying from boredom, get off your duff and seek out people and projects with which you can become involved.

Source: Tubesing, Donald A. Stress Skills. Minneapolis: Whole Person Associates, 1979.

ACHIEVING MANAGEMENT SKILLS
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UNIT I

ASSIGNMENT SHEET #3

Read the following case study:

Supervisor Joe has made up his mind that he wants to give Miss Q. the required two-week termination notice. He bases his case on the following: (1) Her productivity dropped about six weeks ago and has never come back up to previous levels. (2) She has been absent twice during this six-week period and late several times. (3) She has, despite suggestions from Supervisor Joe, consistently overextended her coffee breaks. (4) Mrs. R. has threatened to quit if Miss Q. is not transferred out of the department. (5) At 3:30 yesterday afternoon Miss Q. walked off the job crying.

Ms. Personnel claims that Supervisor Joe does not have sufficient cause for termination. (1) He has not formally "written up" Miss Q. twice previously about violations, following company policy. (2) Supervisor Joe has not had a heart-to-heart talk with Miss Q. for two weeks. (3) Although walking off the job is technically cause for dismissal, Ms. Personnel feels the cause has not been fully investigated. (4) She fears that Miss Q. might appeal her case to the Civil Rights Commission. (5) If the case is not pinned down, Miss Q. could draw unemployment insurance by contesting the termination procedure (this would cost the company money because it would deplete the reserve fund at the state headquarters).

What should Joe do?

Source: Chapman, Elwood N. Supervisor's Survival Kit. 2nd ed. Chicago: Science Research Assoc., 1975.

ACHIEVING MANAGEMENT SKILLS
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ASSIGNMENT SHEET #4

Read the following case study and answer the questions:

The Young College Graduate and the Old Superintendent

Situation: You are a consultant to the manager of a garment manufacturing plant in a small southern town. The manager has been having trouble with two of his employees: Ralph, the plant superintendent, and Barbara, the production scheduler. Ralph is 53 years old and has been with the company since he was released from military duty after World War II. He started as a warehouseman with a sixth-grade education and worked his way up through the ranks. Until recently, Ralph handled the production scheduling function himself along with his many other duties. He was proud of the fact that he could handle it all "in his head." As the volume of production and the number of different products grew, however, the plant manager felt that significant savings could be attained through a more "scientific" approach to scheduling. He believed that he could save on raw materials by purchasing in larger lots and on production set-up time by making longer runs. He also wanted to cut down on the frequency of finished good stock-outs, and when backlogs did occur, he wanted to be able to give customers more definite information as to when goods would be available. He wanted to have a schedule documented for at least two months into the future with daily updates.

Barbara is 24 years old, and grew up in the Chicago area. This is her first full-time job. She earned a Master of Science in Industrial Engineering from an eastern engineering school. She jumped right into the job and set up a computer-assisted scheduling system using a time-sharing service with a teletype terminal in her office. The system is based on the latest production scheduling and inventory control technology. It is very flexible and has proven to be very effective in all the areas that were of interest to the plant manager.

Plant Manager: Sometimes I just want to shoot both Ralph and Barbara. If those two could just get along with each other, this plant would run like a well-oiled machine.

Consultant: What do they fight about?

Manager: Anything and everything that has to do with the production schedule. Really trivial things in a lot of cases. It all seems so completely senseless!

Consultant: Have you tried to do anything about it?

Manager: At first I tried to minimize the impact of their feuds on the rest of the plant by stepping in and making decisions that would eliminate the point controversy. I also tried to smooth things over as if the arguments were just friendly disagreements. I thought that after they had a chance to get accustomed to each other the problem would go away. But it didn't. It got to the point that I was spending a good 20 percent of my time stopping their fights. Furthermore, I began to notice that other employees were starting to take sides. The younger women seemed to support Barbara; everybody else sided with Ralph. It began to look as if we might have our own little war.

Consultant: What's the current situation?

Manager: I finally told them both that if I caught them fighting again. I would take "very drastic action" with both of them. I think that move was a mistake though, because now they won't even talk to each other. Barbara just drops the schedule printouts on Ralph's desk every afternoon and walks away. Ralph needs some help in working with those printouts, and Barbara needs some feedback on what's actually going on in the plant. Frankly, things aren't going as well production-wise now as when they were at each other's throats. And the tension in the plant as a whole is even worse. They are both good people and outstanding in their respective jobs. I would really hate to lose either one of them, but if they can't work together, I may have to let one or both of them go.

1. Why is this conflict occurring?
2. What method did the manager use in dealing with this conflict situation? Was if effective?
3. Recommend an approach for resolving the conflict.

Source: Rue, Leslie W. and Lloyd L. Byars. Management: Theory and Application. Homewood: Richard D. Irwin, 1977.

ACHIEVING MANAGEMENT SKILLS
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REVIEW SHEET

Check what you have learned about time management, stress management, and personnel management, by completing the review sheet below. Then check your answers with the information sheet materials. If you get all ten items right, you're doing a terrific job! If you get eight right, that's good; seven right is fair; and if you get five or less right, you need some review on the principles.

1. Match definitions with the following terms:

_____ A. Conflict	1. Disagreement between two or more parties resulting from an incompatability of facts, methods, goals, or values.
_____ B. Stress	2. Tension as a reaction to pressure.
_____ C. Time management	3. The effective utilization of the resource called "time" so that managerial productivity is enchanced.

2. List ten common time wasters and four questions to ask in analyzing those time wasters:

time wasters:

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

questions:

a.

b.

c.

d.

3. Discuss four techniques for using time more effectively:

   a.

   b.

   c.

   d.

4. Discuss stress management, especially five causes of stress, the Type A and Type B personality characteristics, and five steps for controlling stress:

   causes of stress:

   a.

   b.

   c.

   d.

   e.

   Type A characteristics:

   a.

   b.

   c.

   d.

   e.

Type B characteristics:

a.

b.

c.

d.

e.

controlling stress:

a.

b.

c.

d.

e.

5. List five general guidelines for human relations skills, seven indications that an employee is having a problem, and three sources of employee problems:

guidelines:

a.

b.

c.

d.

e.

indications of a problem:

a.

b.

c.

d.

e.

f.

g.

sources of problems:

a.

b.

c.

6. Discuss the five R's of counseling with employees who have problems:

a.

b.

c.

d.

e.

7. Discuss disciplining employees, particularly seven guidelines for administering discipline:

a.

b.

c.

d.

e.

f.

g.

8. List four responses to change, three reasons for resistance to change, and five tips on implementing change:

   responses:

   a.

   b.

   c.

   d.

   resistance:

   a.

   b.

   c.

   tips:

   a.

   b.

   c.

   d.

   e.

9. List three reasons for conflict and five ways in which people may respond to conflict:

   reasons:

   a.

   b.

   c.

   respond:

   a.

   b.

   c.

   d.

   e.

10. Discuss five advantages and three disadvantages of conflict and four ways managers can help resolve employee conflicts:

advantages:

a.

b.

c.

d.

e.

disadvantages:

a.

b.

c.

resolve conflicts:

a.

b.

c.

d.

ACHIEVING MANAGEMENT SKILLS
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UNIT II

UNIT OBJECTIVES

This unit will give the manager an opportunity to increase management skills in regard to budgeting, computers, and planning. In studying these three topics, specific techniques for each will be presented as well as opportunities to participate in actual practice activities.

SPECIFIC OBJECTIVES

Upon completion of this unit, the participant should be able to:

1. Match definitions with the following terms: accounting, balance sheet, break-even point, budget, computer, hardware, income statement, software.
2. List the three things upon which successful financial management depends.
3. List three reasons for using a budget and five steps in preparing a budget.
4. Demonstrate an understanding of financial statements and ratios by completing a given problem, and an understanding of cash flow, break-even analysis and earning power, by diagramming those processes.
5. List the five categories of computer systems and five reasons why managers use computers.
6. Discuss the five essential management functions.
7. List two patterns of planning typically used by managers, four benefits of planning, five characteristics of good planning, and five pitfalls to be avoided when planning.
8. Diagram the management by objectives process.

ACHIEVING MANAGEMENT SKILLS
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UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide participants with objective sheet.
- B. Provide participants with information and assignment sheets.
- C. Discuss objectives.
- D. Discuss information and assignment sheets.
- E. Discuss review sheets.

II. Participants:

- A. Read objectives.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Check that objectives can be achieved.
- E. Complete and check review sheets.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheets
- C. Transparency masters:
    1. Balance sheet (two illustrations)
    2. Income statement (two illustrations)
    3. Financial ratios
    4. Cash flow
    5. Break-even analysis
    6. Star of good planning
    7. Management by objectives
- D. Assignment sheets:
    1. Accounting statements
    2. Planning ability self-quiz
    3. Planning case studies
- E. Review sheets

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REFERENCE CODE:

A--budgeting
B--computers
C--planning

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

INFORMATION SHEET

I. Terms and definitions:

A. Accounting--A system for collecting, summarizing, analyzing, and reporting, in monetary terms, information about an organization.

B. Balance sheet--A statement showing how a business is doing as of a particular date; it gives a history of what is owned by the business (assets) and what portion of those assets are owned by the business (liabilities) and the owner's claim to the assets of the business (owner's equity or capital). Balance sheet terms:

1. Asset--An economic resource that benefits future operations.
2. Current asset--An economic resource expected to be realized in cash, sold or consumed in one year or within the normal operating cycle.

    a. Cash--Funds immediatelyavailable for use, such as in a checking account, cash register or petty cash.
    b. Accounts receivable--Amounts due from customers for products and services provided on credit.
    c. Notes receivable--Loans to individuals or businesses that will be due in a short time, evidenced by a promissory note.
    d. Inventory--Items held for sale or consumption in the production of goods in the normal operation of the business.
    e. Prepaid expense--An asset such as insurance, whose usefulness will expire in a short time.

3. Property, plant, and equipment (fixed assets)--Those assets owned by the business that have a relatively long life or permanent nature and are not for sale but are used in the production and sale of other goods and services.
4. Intangible asset--Assets having no physical substance, such as patents or franchises.
5. Sundry assets--Often used as a miscellaneous or "catchall" category for assets that don't belong in another classification.
6. Liability--An economic obligation or debt.
7. Current liability--An economic obligation or debt that must be paid within one year of the normal operating cycle.

    a. Accounts Payable--Amounts owed to suppliers, wholesalers, and other business creditors for purchases made on credit.
    b. Notes Payable--Loans from individuals, businesses, and banks that will be due in a short time, evidenced by a promissory note.

8. Long-term liability--An economic obligation or debt that isn't due within one year or the normal operating cycle--such as mortgages and long-term notes payable.

9. Owner's Equity (capital or net worth, proprietor's or partner's equity)--The owner's investment of capital in the business of the excess of total assets over total liabilities.

D. Break-even point--When sales reach a dollar volume equal to all expenses incurred in attaining that level of sales; beyond this point, the business has the potential to make a profit on additional sales.
E. Budget--A plan expressed in quantitative (normally financial) terms.
F. Computer--A group of machines whose capabilities include the ability to read in information automatically, to process this according to a program of instructions which it holds in a memory, and to communicate the results of its work automatically to the outside world; the system must always include a central processor with small but fast internal memory and a control console for use by its operator, with extra units selected by the user as required.
G. Hardware--The computer machinery itself.
H. Income statement--A report matching the amount of money earned from the sale of goods or from services performed, against the expense incurred in earning that revenue for a specific period of time; if revenues are greater than expenses a profit is made; if expenses are greater than revenues, a loss is incurred. Income statement items:

1. Revenue--Income from the sale of products or services, rent or interest earned, gains on asset disposal.
2. Expense--Expenditures made and resources used to generate revenue.
3. Cost of goods sold--A category of expense giving the value of the goods sold at cost.
4. Gross profit--Revenues less cost of goods sold.
5. Operating expenses--Those expenses such as selling, distribution, administrative and general expenses, that are incurred in the normal operation of the business.
6. Operating income--Income generated from the normal operations of a business or gross profit less operating expenses.
7. Net income or profits--Revenue less all expenses, or operating income less any expenses not previously deducted--such as unusual losses or taxes. Also called profits.

I. Planning--Deciding in advance what is to be done; charting a course of action for the future.
J. Software--Consumable supplies for programming and other human effort which makes the machinery operate as required.

II. Successful financial management depends on:

A. Careful planning of future needs for funds, both short term and long term.
B. Acquiring the needed funds from the most economical mix of sources.
C. Control--comparing budgeted and actual figures to provide insight for improving in the future.

III. The budget is a means of financial planning.

A. Reasons for using a budget:

1. It is more than speculation; it is a workable pattern to be followed. Managerial decisions should be based on expected expenditures and expected profits. Opportunities can be identified and evaluated, and potential problems can be avoided. Future financial needs can be forecast.
2. Efficient or inefficient use of resources is revealed, and thus the budget is a means for self-evaluation and a measurement of progress.
3. It places an obligation upon the enterprise to maintain adequate financial records that can be tied in with the budget.

B. Steps in preparing a budget:

1. Set guidelines. The budget is intended to implement major policy decisions and to carry out the long-range plans of the business owner.
2. Make the sales estimate. A statistical forecast can be made on the basis of an analysis of general business conditions, market conditions, comparison of previous years' sales, and the estimate of the owner.
3. Prepare an initial budget, showing the anticipated revenues and costs associated with each product or service. Estimating expenses is absolutely essential.
4. Review the budget in light of previous experience and make any necessary adjustments.
5. Use the budget; compare actual figures with budgeted figures frequently.

IV. Some accounting management essentials include:

A. An understanding of financial statements and ratios.

1. Balance sheet--of primary interest in this report is working capital (calculated as total current assets minus total current liabilities) since it reflects recent market conditions; balance sheet figures also provide data for tests of liquidity and solvency. (transparency)
2. Income statement--in addition to profit or loss amount shown, trend percentages for various periods can be helpful in calling attention to large proportionate changes. (transparency)
3. Financial ratios--essentially, a means of comparison; they can be grouped into four categories: (transparency)

    a. Tests of profitability. An example is Return on Sales; calculated as: Net Income divided by Net Sales equals Return on Sales.
    b. Tests of liquidity which evaluate the company's ability to meet its current obligations. Most commonly used is the current ratio, calculated as: Current Assets divided by Current Liabilities equals Current Ratio. Others include the collection period, calculated as Sales divided by Accounts Receivable divided into 360 equals Average Collection Period; and inventory turnover, calculated as Cost of Goods Sold divided by Average Inventory equals Merchandise Turnover.
    c. Tests of solvency which indicate a company's ability to meet the interest costs and repayment schedules associated with its long-term obligations. The most important ratio in this category is the Worth to Debt Ratio, calculated as Owner Equity divided by Total Liabilities.

   d. Overall measures. An example of this is the rate earned on resources, calculated as Net Income divided by Owner Equity equals Return on Investment.

B. Understanding cash flow. (transparency)

   1. The most regular flow is in working capital--from cash into inventories, from inventories into receivables, and from receivables back to cash.
   2. Other inflows come primarily from:

      a. Owners.
      b. Creditors.

   3. Other outflows are for:

      a. Fixed assets.
      b. Cash payments such as interest expense, taxes, owner withdrawals.

   4. The objective is to synchronize cash inflows and outflows to find the combination of net operating margin and turnover of operating assets for the greatest earning power.

C. Understanding break-even analysis. (transparency)

   1. Effect of volume--if the volume is not sufficient to produce a revenue capable of meeting all fixed and variable expenses (the break-even point) then there is no profit but rather a loss; additional volume beyond the break-even point has a marked effect on profitability.
   2. Effect of fixed costs--a company should examine with care any move that results in an increase in fixed costs since the break-even point and the amount of profit earned for a given sales volume will be affected.
   3. Effect of variable costs--variable cost increases definitely decrease profit and, since they can be more easily controlled than fixed costs can, they represent the area where cost-cutting is likely to occur first.
   4, Effect of price--a change in dollar sales volume may be accomplished either by producing a greater number of units and selling at the original price or by producing the same number of units and selling at a higher price. The determination must be as to how much price can be increased without causing decreased sales volume.

D. Comparisons of actual figures against standards such as:

   1. Experience--the manager or financial analyst builds up his/her own idea of "good" or "poor" performance, based on knowledge about similar situations.
   2. Goals--actual performance can be compared with budgets, or expected performance standards, provided that budget figures have been carefully established in the first place and that economic conditions have not been unusual during the period.
   3. Historical standards--a comparison of current performance with past figures for the same company can show improvement or lack of improvement, providing circumstances and accounting practices have not changed materially.

4. External standards--many sources, such as Dun & Bradstreet, contain average ratios for groups of companies in the same industry or of similar size.

V. The computer is increasingly being used by businesses as an aid in financial management as well as in other areas of business operations.

A. Most small businesses would probably start out with devices to record some data which is then mailed to a data processing center for actual printout production. These include:

1. Coding on cash register tapes--information on inventory and accounts receivable can be recorded as a code at the point of sale.
2. Coding on adding machine tapes--use of reference numbers for ledger accounts can greatly reduce the amount of time required to make entries since the data center can use the tape to produce printed journals, ledger, and financial statements.
3. Packaged programs are also available for both accounts receivable and inventory management.
4. Cost for use of such a service for a business with $100,000 annual sales would average half of one percent of gross sales in processing fees, plus lease fees for equipment.

B. Business interested in purchasing their own computer systems should know that computer systems are generally classified by size (cost):

1. Large-scale computer systems--usually incorporate smaller peripheral systems for use in data preparation for input and in the printing of data output to conserve very fast computing capabilities; rent for over $20,000 per month.
2. Medium-range computer systems--includes most of the more widely used systems; rent for $5,000 to $20,000 per month and still have quite fast computational speed.
3. Small-sized computer systems--often of a punched-card orientation; rent for $1,000 to $5,000 per month.
4. Desk-sized computer systems--include some of the more sophisticated accounting equipment; rent is usually in the $300 to $1,500 monthly range.
5. Minicomputers--may serve as a terminal device or data concentrators which process some types of data but which can also serve to feed data to large-scale systems; usually not available for rental, purchase price is less than $25,000.

C. Some reasons why owner/managers use computers:

1. Reduce clerical labor expense; meet clerical labor shortages.
2. Reduce space and overhead expense.
3. Reduce supplies expense.
4. Reduce inventory carrying expense; improve purchasing practices.
5. Shorten processing time; speed the flow of money into an organization.
6. Improve operating and budgetary control which permits management to allocate fixed sums for expenditure and to monitor these in detail.
7. Improve customer service.
8. Attain prestige and a progressive image.
9. Prepare required governmental reports.

D. The only one valid reason for installing a computer or other "technological advance" is the possibility of increasing the profitability of the user organization. To determine whether a computer might be practical, a feasibility study should be conducted, asking questions such as:

1. What are the overall objectives of the organization?
2. How can these objectives be achieved?
3. What is the volume of work?
4. How are these procedures carried out; what is their purpose?
5. Who carries them out? How is the company organized; what is the pattern of responsibility? How are people being used? Are highly-qualified people doing jobs unworthy of their calibre?
6. What is the relationship between one procedure and another? How does the work of each section or department impinge upon that of the others?
7. What data is collected and processed during these procedures?
8. What percentage of error occurs?
9. What is the time-scale, e.g., how long a period elapses between receiving an order and fulfilling it?
10. What is the cost of each procedure?
11. What kind of management information is yielded by existing procedures? Is this as much as is needed? Is the format suitable?
12. How will this computer help solve problems? What new ones will it create?

VI. There are five essential management functions:

A. Planning -- to achieve a coordinated and consistent set of operations aimed at desired objectives.
B. Organizing--relating people and things to each other in regard to responsibility and authority.
C. Directing--stimulating the effort needed to perform the required work; includes the activities of order giving, supervising, leadership, motivating and communicating.
D. Coordinating--reconciling differences in approach, timing, effort, or interest and harmonizing cooperative and individual goals.
E. Controlling--measuring performance and comparing actual results with established standards and correcting durations from standards to assure that objectives and plans are accomplished.

VII. The success of all other management activities depends upon good planning.

A. Patterns of planning typically used by managers:

1. Satisficing--emphasizes status quo; obvious deficiencies are corrected, but customary way of doing things is preserved; survival is of major importance, growth and development are secondary or ignored.
2. Optimizing--stresses doing the best, getting the maximum results; may be impossible or impractical, e.g., a goal of selling a new vacuum cleaner to every family in the city is unlikely to be met.

B. Benefits of planning:

1. Better coordination among departments.

2. More effective control of operations; planned objectives are the basis for measurement of effectiveness.
3. Easier delegation; plan identifies who can do what and standards for successful task accomplishment.
4. More economical use of resources; avoid waste of:

   a. Time--because of unavoidable delays.
   b. Materials--because of haste, spoilage, or unnecessary inventories.
   c. Machines--because they are not being operated to their best capacity.
   d. Space--because of overcrowding and poor coordination of incoming supplies and outgoing production.
   e. Manpower--because employees are not optimally occupied.

C. Characteristics of good planning:

1. Hard document--in written form, not only in planner's memory where daily problems can supersede plans.
2. Regular intervals--done on a regular basis rather than as sporadic responses to emergency situations.
3. Future improvement--emphasis is on looking ahead, not on trying to compensate for past mistakes in planning.
4. Rational--based on facts rather than emotions.
5. Systematic--well organized as to the who, what, where, when, why, and how involved. (transparency)

D. Pitfalls to be avoided when planning:

1. Failure to anticipate change.
2. Unwillingness to take calculated risks.
3. Failure to establish priorities.
4. Failure to make plans known to those involved.
5. Failure to establish measurements at the time the plan is prepared.

VIII. Management by objectives is simply a system of applying planned goals to daily operations. It involves: (transparency)

A. The common goals for a given organizational unit are established by its manager. A time span within which these goals are to be attained is set.
B. The manager then works out a set of objectives individually with each of his or her subordinates. These objectives are to govern their role behavior over the period.
C. All participants undertake the achievment of the planned goals.
D. Toward the end of the time period the actual performance of the individuals involved is measured against their individual goals. Accomplishments and variances are discussed between subordinate and superior.
E. The cycle is repeated for each ensuing time period.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #1

BALANCE SHEET

This is how the business looks on a specific date.

ASSETS

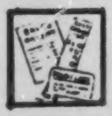
What the business itself owns.

LIABILITIES

This side of the balance sheet shows the claims on the assets—by both creditors and owners of the business. The claims of creditors are debts of the business—the LIABILITIES. The owner's claim is the investment in the business—the NET WORTH.

CURRENT ASSETS: In varying states of being converted into cash—within the next 12 months.

CASH: Money on hand, in the bank.



ACCOUNTS RECEIVABLE: What the customers owe the business for merchandise or services they bought.

INVENTORY: Merchandise on hand:
1) ready to be sold
2) in some stage of production
3) raw material

CURRENT LIABILITIES: Debts owed by the business to be paid within the next 12 months.

NOTES PAYABLE: IOU Bank or Trade Creditors.

ACCOUNTS PAYABLE: IOU Trade & Suppliers.

INCOME TAXES: IOU Government.

FIXED ASSETS: Used in the operation of the business. Not intended for resale.

REAL ESTATE: Land and buildings used by the business. Listed at original cost.

LEASEHOLD IMPROVEMENTS: Permanent installations—remodeling or refurbishing of the premises.

MACHINERY, EQUIPMENT, VEHICLES: Used by the business. Listed at original cost.

Less Accumulated Depreciation: These assets (except land) lose value through wear, tear and age. The business claims this loss of value as an expense of doing business. The running total of this expense is the accumulated depreciation.

NET FIXED ASSETS: Cost of fixed assets less depreciation = Present Value.

LONG-TERM LIABILITIES: Debts owed by the business to be paid beyond the next 12 months.

MORTGAGE: On property.

NET WORTH

Owner's (or stockholders' claim on the assets of the business; the investment; equity in the business.

For Proprietorship or Partnership:
CAPITAL: Owner's original investment plus any profit reinvested in the business.
For Corporation:
CAPITAL STOCK: Value assigned to the original issue of stock by the directors of the corporation. If the stock sold for more than the assigned value, the excess will show as . . . .
SURPLUS PAID IN: The difference between assigned value and selling price of the original issue of stock. (The subsequent selling price of stock does not change assigned value.)
RETAINED EARNINGS: Profits reinvested in the business AFTER paying dividends.

BALANCE SHEET EQUATION:
ASSETS=LIABILITIES+NET WORTH

Source: Walker, Jenepher (ed.) "Understanding Financial Statements," Small Business Reporter. San Francisco: Bank of America, 1974.

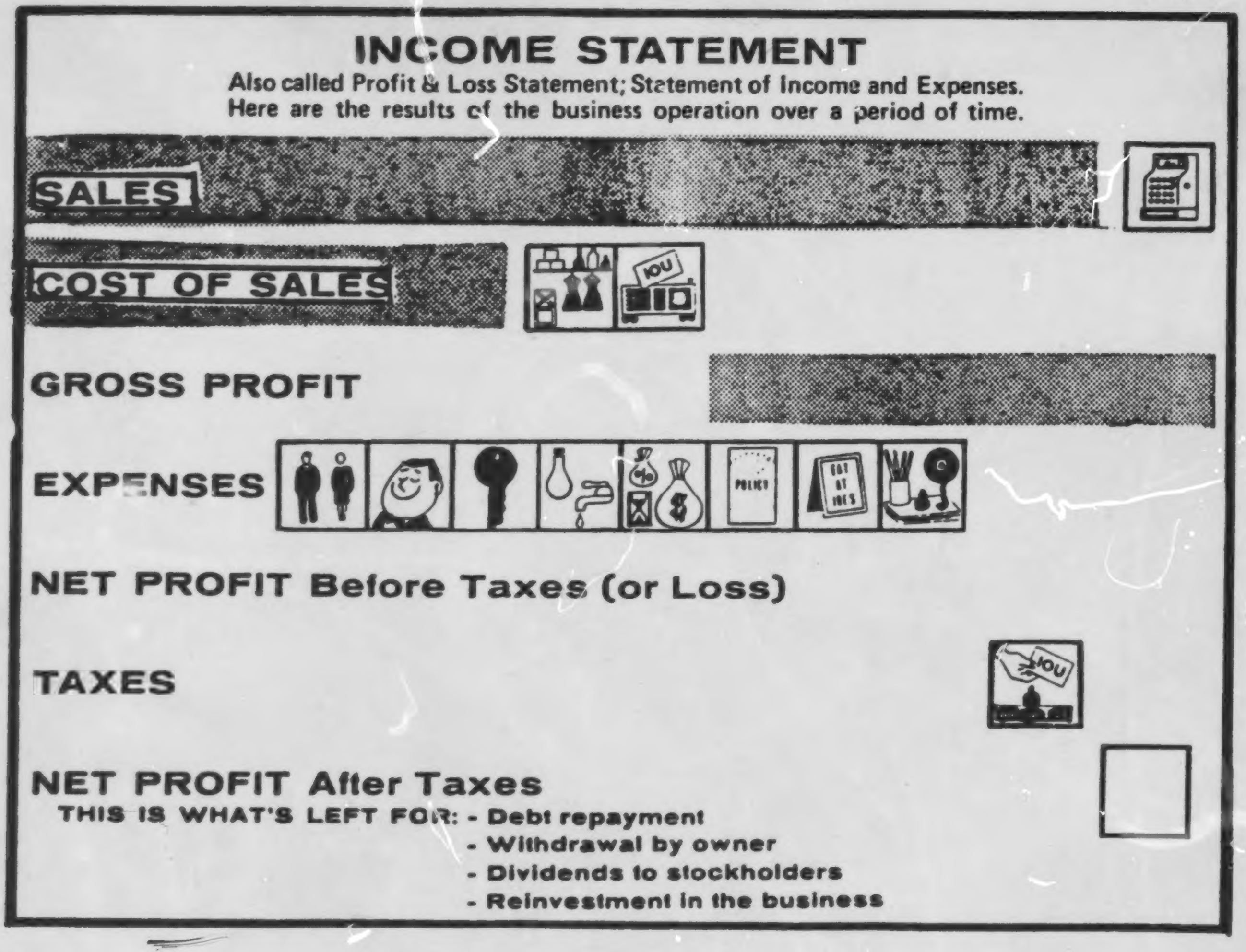
TRANSPARENCY MASTER #1 (continued)

WILSON COMPANY
BALANCE SHEET
DECEMBER 31, 1977

ASSETS			
Current Assets			
Cash		$ 4,000	
Accounts Receivable		5,000	
Notes Receivable		500	
Inventory		9,800	
Prepaid Insurance		200	
Supplies on hand		300	
Total Current Assets			$ 19,800
Property, Plant and Equipment			
Store fixtures	$ 2,100		
Less: Accumulated Depreciation	800	$ 1,300	
Delivery Equipment	$ 8,000		
Less: Accumulated Depreciation	3,000	5,000	
Office Equipment	$ 2,400		
Less: Accumulated Depreciation	1,200	1,200	
Total Property, Plant and Equipment			7,500
Total Assets			$ 27,300
LIABILITIES AND OWNER'S EQUITY			
Current Liabilities			
Accounts Payable		$ 6,000	
Notes Payable		1,000	
Total Current Liabilities			$ 7,000
Long-term Liabilities			
Mortgage Payable			4,000
Owner's Equity			
Thomas Wilson, Capital			16,300
Total Liabilities and Owner's Equity			$ 27,300

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #2



INCOME STATEMENT

Also called Profit & Loss Statement; Statement of Income and Expenses.
Here are the results of the business operation over a period of time.

SALES

COST OF SALES

GROSS PROFIT

EXPENSES

NET PROFIT Before Taxes (or Loss)

TAXES

NET PROFIT After Taxes

THIS IS WHAT'S LEFT FOR:
- Debt repayment
- Withdrawal by owner
- Dividends to stockholders
- Reinvestment in the business

Source: Walker, Jenepher (ed.) "Understanding Financial Statements," Small Business Reporter. San Francisco: Bank of America, 1974.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #2 (continued)

WILSON COMPANY
INCOME STATEMENT
FOR THE MONTH OF DECEMBER, 1977

Revenue				
Sales				$62,700
Less: Sales Returns and Allowances			$ 300	
Sales Discounts			900	1,200
Net Sales				$61,500
Cost of Goods Sold				
Inventory (December 1)			$ 8,000	
Add: Net Purchases				
Purchases		$42,000		
Less: Purchase Returns and Allowances	$1,000			
Purchase Discounts	800	1,800		
		$40,200		
Add: Transportation In		600	40,800	
Cost of Goods Available for Sale			$48,800	
Less: Inventory (December 31)			9,800	
Cost of Goods Sold				39,000
Gross Profit on Sales				$22,500
Operating Expenses				
Selling Expenses				
Salesperson's Salaries		$ 8,000		
Delivery Expenses		3,620		
Advertising		250		
Depreciation on Delivery Equipment		100		
Total Selling Expenses			$11,970	
Administrative Expenses				
Rent Expense		$ 2,400		
Office Salaries		2,000		
Utilities Expense		580		
Supplies Used		50		
Total Administrative Expenses			5,030	
Total Operating Expenses				17,000
Operating Income				$ 5,500
Less Taxes on Operating Income				1,500
Net Income for December				$ 4,000

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #3

RATIOS

CURRENT RATIO

How Calculated: Divide Current Assets BY Current Liabilities.
What it shows: How the business can meet its current debt. Popular thought is that the higher the ratio, the better shape the business is in. However, a high ratio, of itself, does not tell:
1) whether cash is being used to best advantage; 2) the distribution of current assets--receivables may be too high or inventory may be too high.

For example:

$$\text{Current Ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}}$$

$\frac{21,000}{7,000}$ = 3:1 current ratio

PROFIT ON SALES

How Calculated: Divide Net Profit (before taxes) for period BY Sales for period.
What it shows: What part of every sales dollar is profit. Higher percentage means greater efficiency of operation.

For example:

$$\text{Return on Sales} = \frac{\text{Net Income}}{\text{Net Sales}}$$

$\frac{5,000}{60,000}$ = 8% return on sales

WORTH TO DEBT RATIO

How Calculated: Divide Net Worth BY Total Debt (current liabilities + long-term liabilities).
What it shows: What percentage of the total money invested in the business is the owner's; what percentage was contributed by creditors. The higher the ratio, the more money the owner has in the business and the safer any creditors. (They are safer because more owner's equity is there to cushion creditors against a loss). However, it may also show that the owner is too conservative; unwilling to take any risks; is not using funds to the best advantage; is not realizing the maximum potential of the business.

For example:

$$\text{Worth-to-Debt Ratio} = \frac{\text{Owner Equity}}{\text{Total Liabilities}}$$

$\frac{16,000}{12,000}$ = 4:3

INVENTORY TURNOVER

How Calculated: Divide Cost of Goods Sold BY Inventory.
What it shows: How many times the inventory turns--or "sells out" during the year. Normally, a high turnover rate means salable, fresh and liquid inventory. Too slow turnover means too much inventory for the sales capacity of the business. However, too fast turnover can indicate a hand-to-mouth existence easily upset by sales drop-off--the business is buying today what it is selling today; paying for today out of today's sales.

For example:

$$\text{Inventory Turnover} = \frac{\text{Cost of Goods Sol}}{\text{Average Inventory}}$$

$\frac{42,000}{12,000}$ = 3.5 times

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #3 (continued)

RECEIVABLES TURNOVER

How Calculated: Divide Annual Sales BY Accounts Receivable.
What it shows: How fast the business is collecting from customers. The higher the turnover, the faster the collecting.

The average number of days it takes to collect the accounts receivable can be calculated: Divide the turnover rate into 360. The more days, the more chance of delinquent accounts.

For example:

$$\text{Average Collection Period} = \frac{\text{Sales}}{\text{Accounts Receivable}}$$

$$\frac{60{,}000}{5{,}000} = 12;\ \frac{360}{12} = 30 \text{ days}$$

SALES TO WORKING CAPITAL

How Calculated: Net Sales Divided BY Working Capital (current assets less current liabilities).
What it shows: How many dollars of sales the company makes for every dollar of working capital it has. This ratio can be of great value when the business is expanding. It helps to determine how much more working capital will be necessary to support higher sales.

PROFIT TO NET WORTH

How Calculated: Divide Profit BY Net Worth.
What it shows: Return on investment. What yield--or "interest rate"--the investment in the business is getting; percentage of investment that is being returned yearly through profit. Divide this percentage into 100 to see how many years it will take to get back the total investment in the business.

For example:

$$\text{Return on Investment} = \frac{\text{Net Income}}{\text{Owner Equity}}$$

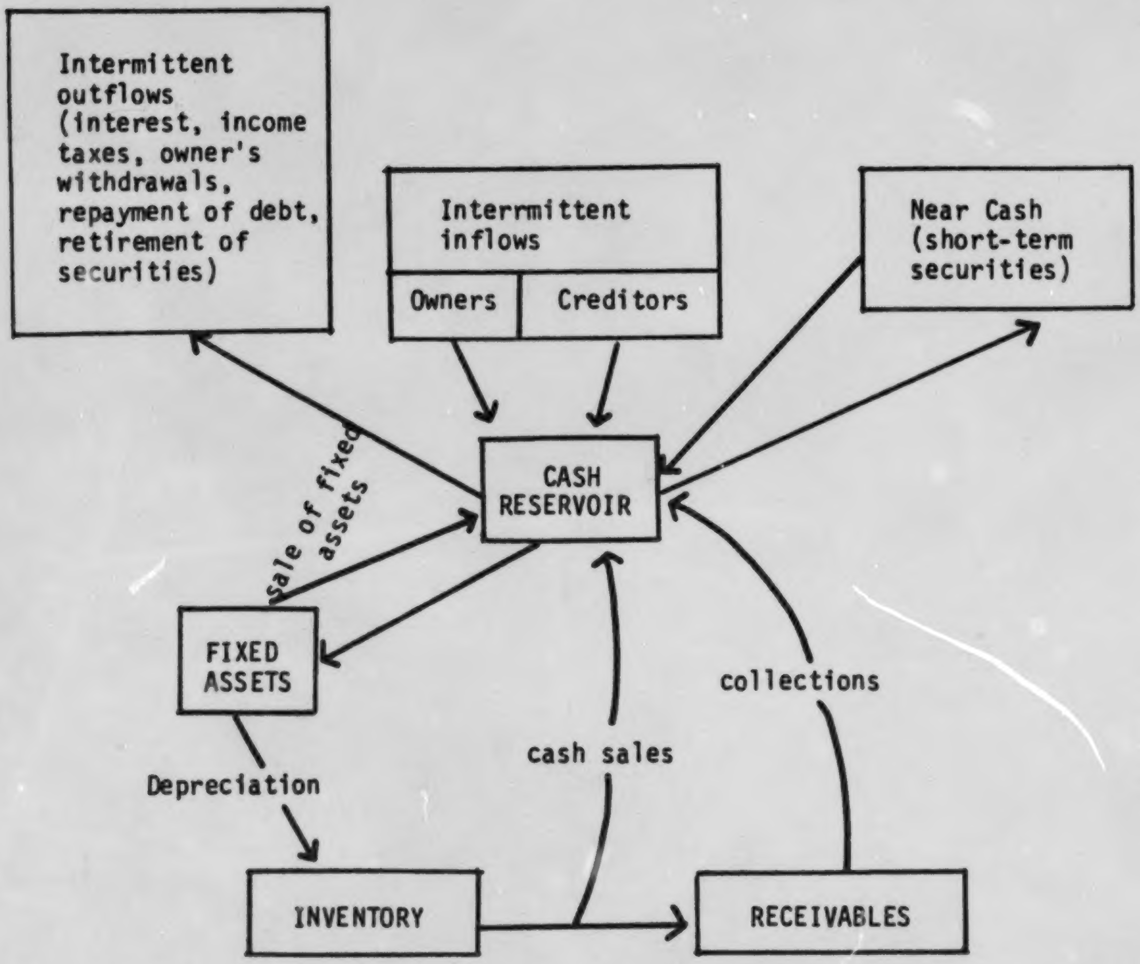
$$\frac{5{,}000}{15{,}000} = 33\%$$

Source: Walker, Jenepher (ed.) "Understanding Financial Statements," Small Business Reporter. San Francisco: Bank of America, 1974.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #4

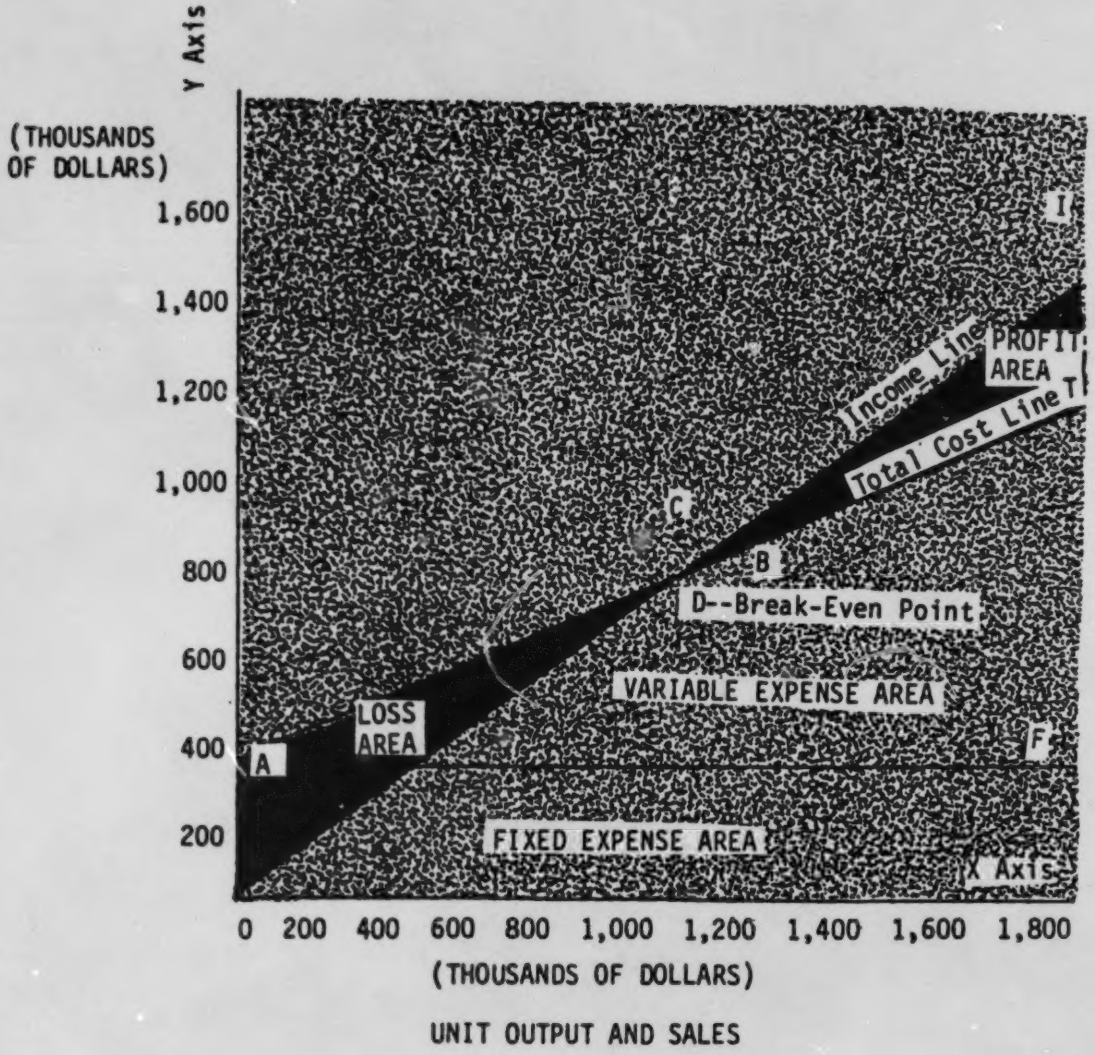
THE FLOW OF CASH IN THE BUSINESS FIRM


Intermittent outflows (interest, income taxes, owner's withdrawals, repayment of debt, retirement of securities)
Interrmittent inflows
Owners
Creditors
Near Cash (short-term securities)
CASH RESERVOIR
sale of fixed assets
FIXED ASSETS
Depreciation
cash sales
collections
INVENTORY
RECEIVABLES

Source: Stegall, Donald. Managing the Small Business. Homewood: Richard D. Irwin, 1976.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

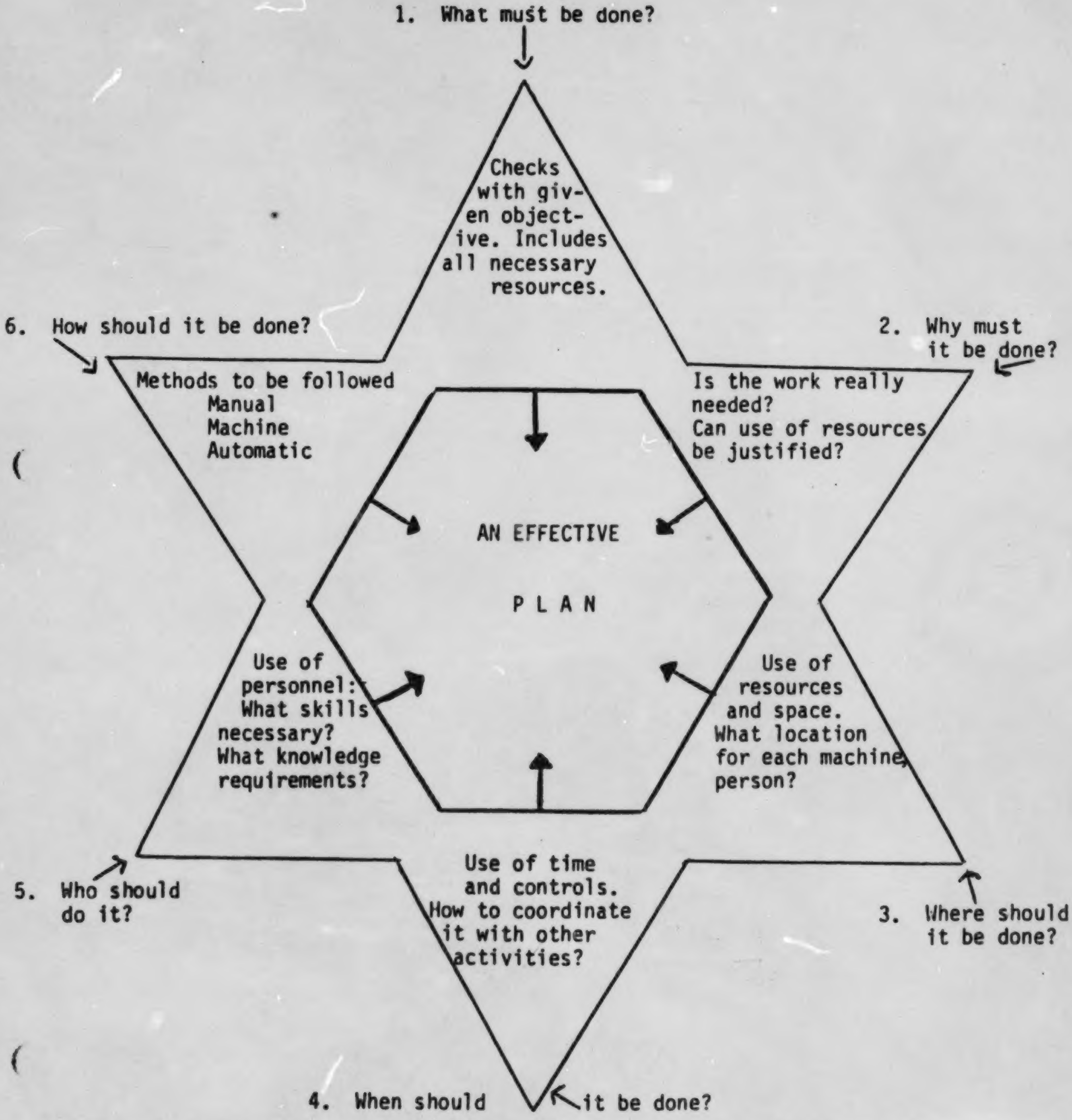
TRANSPARENCY MASTER #5



Source: Sisk, Henry L. Management and Organization. 2d ed. Cincinnati: South-Western Pub. Co , 1973.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #6



1. What must be done?

Checks with given objective. Includes all necessary resources.

2. Why must it be done?

Is the work really needed?
Can use of resources be justified?

3. Where should it be done?

Use of resources and space. What location for each machine, person?

4. When should it be done?

Use of time and controls. How to coordinate it with other activities?

5. Who should do it?

Use of personnel: What skills necessary? What knowledge requirements?

6. How should it be done?

Methods to be followed
Manual
Machine
Automatic

AN EFFECTIVE

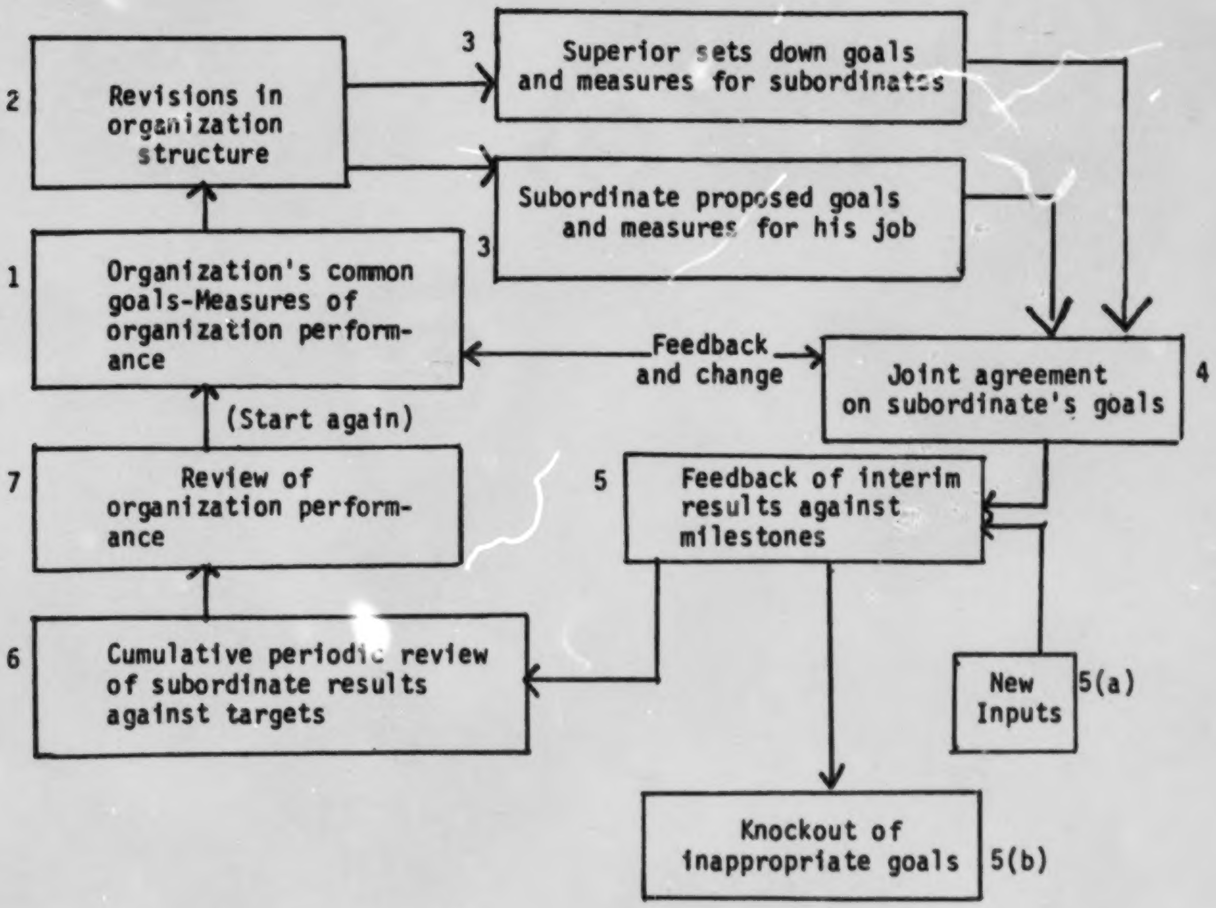
PLAN

Source: George R. Terry, Supervision. Rev. ed. Homewood: Richard D. Irwin, Inc., 1978, p. 151.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

TRANSPARENCY MASTER #7

THE CYCLE OF MANAGEMENT BY OBJECTIVES


3
Superior sets down goals and measures for subordinates
2
Revisions in organization structure
Subordinate proposed goals and measures for his job
3
1
Organization's common goals-Measures of organization performance
Feedback and change
Joint agreement on subordinate's goals
4
(Start again)
7
Review of organization performance
5
Feedback of interim results against milestones
6
Cumulative periodic review of subordinate results against targets
New Inputs
5(a)
Knockout of inappropriate goals
5(b)

adapted from the book, Management by Objectives, by George Odiorne, copyright, 1965 by Pitman Publishing Corporation. Reprinted by permission of Pitman Publishing Corporation.

in Longest, Beaufort B., Jr. Management Practices for the Health Professional. Reston: Reston Pub. Co., 1976.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

ASSIGNMENT SHEET #1

Using the background information below for Bindex Corporation and Glad Binders, compute current ratio.

	Bindex Corporation	Glad Binders
Current assets		
Cash	$ 7,400	$ 10,200
Marketable securities	15,000	20,000
Receivables (net)	60,900	43,900
Inventory	44,100	85,500
Total current assets	$127,400	$159,600
Current liabilities		
Accrued expenses	$ 15,000	$ 18,000
Accounts payable	34,000	39,000
Total current liabilities	$ 49,000	$ 57,000

Using the background information below for Delman Typewriter Company, compute merchandise turnover and average collection period.

Net sales for year (all on credit)	$164,250
Total year-end receivables	10,350
Quarterly inventories:	
March 31	40,500
June 30	22,800
September 30	50,200
December 31	17,900

Source: Morgenstein, Melvin et al. AVT Accounting System. New York: Media Systems Corp., 1979.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

ASSIGNMENT SHEET #2

Check your planning ability.

Self-tests can be useful indicators of areas in your personal activities or in your professional behavior that might indicate potential difficulties. This test is designed to indicate some signals of getting into "deep water." Answer the following questions as they apply to you, score yourself, and use the table below the test as an indicator.

1. I am disorganized. I jump, often without warning, from one job to another. I begin jobs in the middle and often have more than two jobs going on in my head at the same time.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

2. I have a good imagination. I am able to think creatively, and I enjoy stretching my mind to its limits and considering broad horizons.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

3. I fly into rages. I fail to control my emotions. I insult my subordinates and intimidate my peers.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

4. I have a good appreciation of the value of team spirit. I encourage my people to take charge, and accept criticism well. Helpers or suggestions don't threaten me.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

5. I pass the blame for mistakes or the authority for decisions to other people. I either can't (or won't) accept the responsibility for the actions of others in my business, and I try to avoid even a casual involvement in things that might be potential problems.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

6. I have a good understanding of people. I have the ability to listen to others and to learn from them, whether superiors or subordinates. I can be sympathetic and enjoy being helpful to others.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

7. I resent change and take whatever steps are necessary to resist changes in my responsibilities or in my work assignments or methods. The past to me has great security.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

8. I am not defensive. I can overlook personal attacks and don't regard every insult or off-hand remark as a personal challenge.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

9. I have personal problems. I drink to excess and this can lead to "family problems." I come up with "secret" problems which I don't tell anyone about.
   This describes me:
   1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
   5. never___

10. I have "made it." I have confidence in the organization and its ability to "carry me" from now on.
    This describes me:
    1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
    5. never___

11. I am flexible. I am willing to look at some other positions and change when I'm reasonably convinced the new approach is better. I can compromise with others.
    This describes me:
    1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
    5. never___

12. I don't like risk and won't take any risk unless forced. Competition is unnecessary and not worth the risk or the potential cost.
    This describes me:
    1. perfectly___ 2. usually___ 3. occasionally___ 4. seldom___
    5. never___

Score Yourself for Your DWQ

A. Count the total points (1 through 5) for the odd-numbered items. Next, count the total points for the even-numbered items.
B. Subtract your total score on the odd-numbered items from 30, and add the result to your even-numbered score total.
C. The result is your DWQ.

What Your Score Means

6-10 points	No deep water problem. You're walking on water.
11-20 points	Feet wet. You're in good shape.
21-32 points	Hip deep. You might have some areas where you can do some rethinking.
33-43 points	Treading water, but your head is still above water. Several signals should warrant your attention. Use high even-numbered scores and low odd-numbered scores to indicate potential trouble spots.
44-54 points	You're over your head and in real trouble. Take corrective action immediately.

Naturally, this test of your DWQ[1] is not foolproof. It was designed to give you a way of doing some self-analysis, and pinpointing areas in your behavior (on the job as well as off) where you could be getting yourself into trouble. If you have several items where your score is negative, you should take some corrective action immediately. To put off doing so is to invite later problems when changing conditions and changing demands by the organization require your best efforts.

[1] Deep Water Quotient

Source: Preston, Paul. Management for Supervisors. Englewood Cliffs: Prentice-Hall, 1978.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

ASSIGNMENT SHEET #3

Planning Case Studies

Read the two case studies below. What planning needs to be done in each?

CASE #1

Ron Langley told Carla that the Electrical Distribution Planning Section would soon be responsible for planning electrical requirements for a new large Ford assembly plant moving into the Midway area. Carla would have to assess the impact on her current work load, make new man-power projections for her department if necessary, and decide how this plan will be implemented.

CASE #2

Mr. Erickson was the office manager of the Southern Oil Company and was in charge of about 85 office employees. There were ten departments within the office, and each was headed by a supervisor. This meant that each department had approximately six to ten employees, although two departments handling routine work had 15 employees.

It had been customary for employees to go out of the building to a nearby coffee shop for their morning and afternoon coffee breaks. These breaks were timed so that not all of the employees were gone at any one time. Although twenty minutes had been allocated for this, employees usually were absent from their desks for about thirty minutes.

Mr. Erickson was about to send a suggestion to his superior, the vice-president in charge of operations, to replace these outside coffee breaks by sending a coffee cart twice a day through the departments. The company would provide the coffee free. Although this would entail some expenses, the company would save money by having employees served at their desks instead of being away for about thirty minutes.

ACHIEVING MANAGEMENT SKILLS
MAKE SENSE
UNIT II

REVIEW SHEET

Check what you have learned about budgeting, computers, and planning by completing the review sheet below. Then check your answers with the information sheet materials. If you get all eight items right, you're doing a terrific job! If you got six right, that's good; five right is fair; and if you got four right or less, you need some review on the principles.

1. Match the following terms and their definitions:

______A. Accounting
______B. Balance sheet
______C. Break-even point
______D. Budget
______E. Computer
______F. Hardware
______G. Income statement
______H. Planning
______I. Software

1. A group of machines whose capabilities include the ability to read in information automatically, to process this according to a program of instructions which it holds in memory, and to communicate the results of its work automatically to the outside world.
2. A plan expressed in quantitive (normally financial) terms.
3. A report matching the amount of money earned from the sale of goods or from services performed, against the expense incurred in earning that revenue for a specific period of time.
4. A statement showing how a business is doing as of particular date.
5. A system for collecting, summarizing, analyzing, and reporting, in monetary terms, information about an organization.
6. Consumble supplies for programming and other human effort which makes the machinery operate as required.
7. Deciding in advance what is to be done.
8. The computer machinery itself.
9. When sales reach a dollar volume equal to all expenses incurred in attaining that level of sales.

2. List the three things upon which successful financial management depends.

   a.

   b.

   c.

3. List three reasons for using a budget and five steps in preparing a budget.

   reasons:

   a.

   b.

   c.

   steps in preparing

   a.

   b.

   c.

   d.

   e.

4. Demonstrate an understanding of financial statements and ratios by completing the problem below:

Balance 12/31/End of Current Year	
Cash	$ 12,000
Accounts receivable	20,000
Merchandise inventory	100,000
General Motors stock	2,000
Land	10,000
Building	20,000
Organizational costs	2,000
Accounts payable	10,000
Mortgage payable	50,000
Merchandise Inventory 1/1/Start of Current Year	90,000

Total for the Year	
Sales	$300,000
Purchases of merchandise during the year	190,000
Cost of goods sold	
Advertising	10,000
Sales salaries	30,000
Office expense	20,000
Interest expense	1,000
Postage	1,000
Telephone	1,000
Utilities	2,000

What is the working capital? ______________

What is the amount of profit or loss? ______________

What is the current ratio? ______________

b. Diagram the cash flow process.

c. Diagram a break-even analysis.

5. List the five categories of computer systems and five reasons why managers use computers.

categories:

a.

b.

c.

d.

e.

reasons:

a.

b.

c.

d.

e.

6. Discuss the five essential management functions.

   a.

   b.

   c.

   d.

   e.

7. List two patterns of planning typically used by managers, four benefits of planning, five characteristics of good planning, and five pitfalls to be avoided when planning.

   patterns:

   a.

   b.

   benefits:

   a.

   b.

   c.

   d.

   characteristics:

   a.

   b.

   c.

   d.

   e.

   pitfalls:

   a.

   b.

c.

d.

d.

e.

8. Diagram the management by objectives process.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

UNIT OBJECTIVES

This unit will give the manager an opportunity to increase management skills in regard communication, delegation, and motivation. In studying these three topics, specific techniques for each will be presented as well as opportunities to participate in actual practice activities.

SPECIFIC OBJECTIVES

Upon completion of this unit, the participant should be able to:

1. Match the following terms and definitions: communication, delegation, motivation.
2. List the three forms of communication and some advantages and disadvantages of both oral and written communications.
3. Describe the communication process, including all seven points in the process.
4. List seven barriers to communication.
5. List seven suggestions for improving organizational communications.
6. Discuss the skill of listening, especially three tips for increasing listening ability.
7. List five reasons why managers should delegate, five reasons why managers fail to delegate, and two times when delegation will not work.
8. Discuss six delegation techniques.
9. Compare and contrast the motivation theories of Maslow and Herzberg.
10. Discuss the four factors affecting motivation.
11. List seven motivational devices managers may use.
12. Compare and contrast the management philosophies of McGregor, the managerial grid, and the leadership continuum.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide participants with objective sheet.
- B. Provide participants with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Discuss review sheets.

II. Participant:

- A. Read objectives.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Check that you can achieve each specific learning objective.
- E. Complete and check review sheets.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheets
- C. Transparency masters:
    1. Communication process
    2. Maslow's hierarchy of needs
    3. Herzberg's motivation theory
    4. Maslow - Herzberg comparison
    5. Job conditions
    6. Motivational devices
    7. Theory X and Theory Y
    8. Managerial grid
    9. Leadership continuum
- D. Assignment sheets:
    1. Communication self-quiz
    2. Communications case study
    3. Delegation exercise
    4. Motivation case study
    5. Theory X - Theory Y quiz
- E. Review sheets

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REFERENCE CODE

A--communication
B--delegation
C--motivation

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

INFORMATION SHEET

I. Terms and definitions:

   A. Communication--The transmission and reception of a message that travels between two or more persons.
   B. Delegation--A process by which supervisors entrust certain employees with the accomplishment of specific work objectives; those employees are given responsibility for reaching those objectives and authority sufficient to perform.
   C. Motivation--The act of stimulating someone to take a desired course of action.

II. Communication is the manager's most important tool. Studies have shown that a minimum of 65-70% of the supervisor's time is spent in communication.

   A. Forms of communication include:

      1. Written communications from management:

         a. Job descriptions and procedural manuals or handbooks.
         b. Newsletters.
         c. Memos.

      2. Written communications from employees:

         a. Reports.
         b. Suggestions.

      3. Face-to-face communications (includes spoken and non-verbal expressions):

         a. Superior-subordinate.
         b. Committees.
         c. Informal communication ("the grapevine").

   B. Oral and written communications each have some advantages and disadvantages:

      1. Oral communication gives participants a chance to appraise the degree of understanding achieved, to ask questions, and to clarify meanings.
      2. Oral communication is limited to those situations where time and the nature of the message permit direct contact; also, perception of the spoken word is usually less accurate than perception of the written word.
      3. Written communications provide a permanent record, are usually more carefully thought through than oral communications, and can be checked for accuracy before being sent.

4. There is a problem in keeping written communications up to date and the impossibility of clarifying and elaborating meaning at the time the message is sent.

C. The grapevine is an inevitable fact of organizational life. It flows much faster than the formal communication system and can be a rich source of information about the performance, ideas, feelings and attitudes of the people in the organization, if it is used effectively by the manager.

III. The communication process: (transparency)

A. The source wants to communicate an idea, thought, need, or information to another person.
B. The source encodes his/her idea into symbols such as words, diagrams, etc.
C. The message is the encoded idea that the source will send to the other person.
D. The channel is the medium through which the message is sent. It may be spoken or written words, a pat on the back, etc.
E. The receiver is the person who receives the sent message.
F. The receiver decodes the message by envisioning an idea from meaning s/he has attached to the symbols used.
G. The receiver may respond to the message with feedback which indicates whether or not his/her understanding of the message coincides with the source's intended thought.
H. The message may be distorted by noise.

IV. Barriers to communication, or noises, may be either physical or psychological. Some examples include:

A. Differences in background, experience, or attitudes which inhibit understanding the other's reasoning or feelings; e.g., a reference to "you guys" may be interpreted as casual friendliness or as a lack of respect, depending upon attitude.
B. People stereotypes which activate mental blocks and prejudices; e.g., the word "salesman" may cause immediate defensiveness against "pushy people trying to talk you into something."
C. Symbols that have different meanings for different people, e.g., when a repairman assures the client that repairs will be done "quickly" and "at reasonable cost", at exactly what time and cost will the item be ready?
D. Different vocabularies; in many fields jargon or abbreviations such as OSHA, FOB, EEOC, etc., are frequently used, but some receivers may not understand what is meant.
E. Lack of awareness of nonverbal symbols such as tone of voice, gestures, facial expressions, behavior, etc. A manager who growls at an employee because s/he is upset about some entirely unrelated problem will be communicating something s/he probably does not intend.
F. One-way-only communication when supervisors simply give orders and do not allow feedback.
G. Narrow, rigid viewpoints which cause the receiver to block out anything that doesn't fit in with his/her view.
H. The tendency to jump to conclusions.
I. Distractions from the environment, such as time pressures, physical discomfort, etc.
J. Lack of adequate planning as to who should communicate what and how it could most effectively be done.

V. Some suggestions for improving organizational communications:

A. Seek to clarify your ideas before communicating. Many communications fail because of inadequate planning.
B. Examine the true purpose of each communication. Identify your most important goal and then adapt your language, tone, and total approach to serve that specific objective.
C. Consider the total physical and human setting whenever you communicate. Consider, for example, your sense of timing, the physical setting, the social climate, custom and past practice.
D. Consult with others, where appropriate, in planning communications. Such consultation often helps to lend additional insight and objectivity to your message and will also give it added support.
E. Be mindful, while you communicate, of the overtones as well as the basic content of your message. Your choice of language, tone of voice and expression(if oral), apparent receptiveness to the responses of others, all have impact on those you wish to reach.
F. Take the opportunity, when it arises, to convey something of help or value to the receiver. Consideration of the other person's interest and needs will produce the most response for the manager.
G. Follow up your communication. Ask questions, encourage the receiver to express reactions. Make certain that every important communication has a feedback so that complete understanding and appropriate action result.
H. Communicate for tomorrow as well as today. Keep communication consistent with long-range interests and goals.
I. Be sure your actions support your communications.
J. Seek not only to be understood but to understand--be a good listener.

VI. Listening is a skill that must be learned. Effective listening requires energetic concentration.

A. Listening is a process of responding to different levels of stimuli:

1. We listen to some sounds because of their suddenness, intensity, or contrast with previous sounds; e.g., a fire alarm.
2. There are some sounds we hear automatically because we have trained ourselves to do so; e.g., the mail delivery coming at approximately the same time every day.
3. Some sounds are noticed by their absence; e.g., in a room full of noisy machines, the supervisor immediately looks up when one of those machines stops.

B. Listening is a constantly shifting process. Since the average speaking rate is 120 words per minute while the listening comprehension rate averages 400 words per minute, most of us listen intensely for only a few seconds, then drift off, paying attention only in spurts.
C. Motives and feelings greatly influences listening. If we expect a message to be of personal importance our listening ability improves remarkably. When the message is contradictory or distasteful to us, it takes a disciplined mind to listen carefully.
D. Some tips for increasing listening ability:

1. Prepare yourself to listen. Develop an attitude that in almost all messages there are likely to be ideas that can be used. Be interested, pay attention.

2. Listen nonevaluatively. Do not judge the message and impose your situation, behavior, or feelings on the other person. Overlook any distracting things about the way the message is being delivered.
3. Try to understand the other person's point of view or frame of reference. In summary:

    a. With your head, listen to what is said.
    b. With your heart, listen to what isn't said.
    c. With your hands, listen by taking notes--when important to remember.
    d. With your body, listen by reacting physically--with posture, gestures, nods.
    e. With your voice, listen by asking questions and by responding with playback, words, or silence.

VII. Delegation is one of the most important managerial tasks.

A. Reasons why managers should delegate:

1. You can't do everyone's job. Even if you are the most productive employee in the organization, it is not possible to work as efficiently as a group of employees working together.
2. Your job is to manage. Supervisors are responsible for management functions, not for operational activities.
3. Those close to a problem often make better decisions. Employees can often take immediate action and avoid a crisis build-up.
4. Delegation demonstrates trust of and respect for employees. This creates an atmosphere of participation and commitment to the organization.
5. Delegation is a step toward employee development. With supervisory support, employees can develop confidence and explore abilities.

B. Reasons why managers fail to delegate:

1. Fear of costly mistakes by subordinates for which the supervisor will be held responsible by top management.
2. Desire for personal credit; fear of loss of prestige or status; fear that subordinates might perform too well and show up the supervisor.
3. Fear of losing control of an activity; reluctance to give up activities that a supervisor performs well.
4. Misjudgment of time; failure to plan work ahead.
5. Having no one to delegate to.

C. When delegation will not work:

1. When the employee is unwilling to accept responsibility.
2. When there is poor communication between the supervisor and employees, so that the employee is unable to understand what is expected of him/her.

VIII. Delegation techniques:

A. Carefully select the tasks to be delegated. Choose tasks based on your over-all plan. Assign as many tasks as you safely can; but avoid over-delegating to the point where employees are put in a continual sink-or-swim situation. Generally, delegate the routine matters.

B. Carefully select the persons to whom you will delegate. Know subordinates' capabilities. Get their recommendations for solving problems and prepare them to be self-reliant before delegating assignments.

C. Turn over the assignment skillfully. Specify goals and objectives. Agree on performance standards. Give the employee all the training and assistance needed; but delegate according to the results desired, not according to the method to be used. The heart of successful delegation is allowing freedom to work independently.

D. Give sufficient authority to complete the task and let others know to whom the task has been delegated so that cooperation can be expected.

E. Expect and accept some mistakes, but don't snatch back the delegated task. Employees will not develop skills and will doubt the supervisor's sincerity if s/he takes over at the first sign of trouble.

F. Follow up. Take an interest in the progress of the assignment, but don't snoop. Call for progress reports and schedule reviews. Give appropriate rewards for successful completion of the work.

IX. Motivating employees is also a universal managerial concern. Some theories of motivation include:

A. Maslow's hierarchy of human needs illustrates that people are motivated by a desire to satisfy primary needs, first of all; then, when basic needs are met, motivation comes from satisfaction of higher-level needs. The hierarchy includes: (transparency)

1. Physiological needs--the biological basics of food, shelter, rest, other physical necessities; for most workers, the paycheck enables the individual to purchase necessities.
2. Safety needs--protection against danger and threat from the uncertainties of life; group insurance plans, for example, help offer security.
3. Social needs--being part of a group, accepted and respected by peers.
4. Esteem needs--self-respect, recognition, achievement, status, and a sense of accomplishment which may be satisfied by meaningful work experiences.
5. Self-realization--the need for fulfillment of basic capabilities and potentialities, for being fully creative and fully occupied in doing a chosen task to the limit of capacity.

B. Herzberg's motivation-hygiene theory states that some aspects of the work situation (hygiene factors) merely keep employees from being dissatisfied rather than stimulating greater employee effort. Other factors (motivators) do create a supportive climate that encourages employee productivity and satisfaction. (transparency)

1. Hygiene factors:

   a. Working conditions.
   b. Money, status, security.
   c. Interpersonal relationships.
   d. Supervision (technical competence of boss).
   e. Company policies and administration.

2. Motivators:

   a. Recognition, achievement.
   b. Money (in some situations and to a certain degree only).
   c. Challenging work.
   d. Responsibility for work.
   e. Opportunity for growth and advancement.

C. Maslow's theory and Herzberg's theory are complementary. (transparency)

X. Factors affecting motivation:

A. The person doing the motivating. Dynamic personality is often considered a positive force in motivating others, but greater emphasis should be placed on ability to identify and sincere desire to satisfy the other's needs.
B. The persons being motivated. Such individual factors as education, age, marital status, financial status, health, beliefs, etc., affect the potential for motivation within a person.
C. The devices of motivation. Whether financial or nonfinancial, abstract or concrete, immediate or future, motivators must be carefully chosen and used. Employees and supervisors may not place the same value on particular motivators. (transparency)
D. The environment. Company history, management attitudes, and community economic conditions are all examples of environmental factors that affect motivation.

XI. Some effective motivational devices managers may use: (transparency)

A. Job enrichment--making work more interesting by expanding the scope of the job, adding variety of responsibilities, challenge, and a sense of accomplishment.
B. Management by objectives--employee determination of individual work goals and means of achieving those goals.
C. Job rotation--movement of personnel from one job assignment to another on a regular, orderly basis to increase work experiences and interest.
D. Participation--building employee pride and teamwork through management seeking advice, suggestions, and information from employees concerning ways in which work should be performed and problems should be solved.
E. Positive criticism--giving specific suggestions for improvement in a positive, supportive format.
F. Rewards and personal recognition given on the basis of performance.
G. Personal loyalty demonstrated by management for employees.
H. Communication--full information given to employees of company plans and open reception of employee grievances, problems, and concerns.
I. Elimination of dissatisfiers such as inequitable pay, unsatisfactory physical environment working conditions, etc.

XII. Which motivational devices an individual manager finds most successful depend to a great extent on his/her management philosophy.

A. McGregor's Theory X and Theory Y suggests that supervisory style is based on the leader's attitudes toward employees: (transparency)

1. Theory X--supervisor believes that most people are lazy and will avoid work if possible; therefore, people cannot be trusted to work on their own initiative, need close supervision.
2. Theory Y--supervisor believes people like work and will demonstrate drive, initiative, and diligence in achieving organizational goals, especially if those goals are compatible with their personal goals.

B. The managerial grid compares the leader's proportionate concerns for job requirements and concerns for people: (transparency)

1. Task management (9,1)--the leader is an autocrat with maximun concern for production and no concern for people; this job concept is meeting schedules, getting the product out, telling people what to do.
2. Country club (1,9)--the leader is characterized by a high concern for people; s/he wants a happy and harmonious work force, even though the organization's needs and objectives may not be met.
3. Impoverished (1,1)--this leader does not act at all like a manager; s/he has a minimum concern for both people and production; the only concern is not to "rock the boat" and accomplishment of just enough to avoid pressure from superiors.
4. Middle of the road (5,5)--this leader has a moderate concern for both people and production; s/he may push for both, but really strives for compromise and the result is often neither the best for people nor production.
5. Team management (9,9)--a maximum concern for production and for people; the ideal leadership style, because it accomplishes objectives while permitting people the freedom to reach their personal objectives, but not possible for all leaders in all situations.

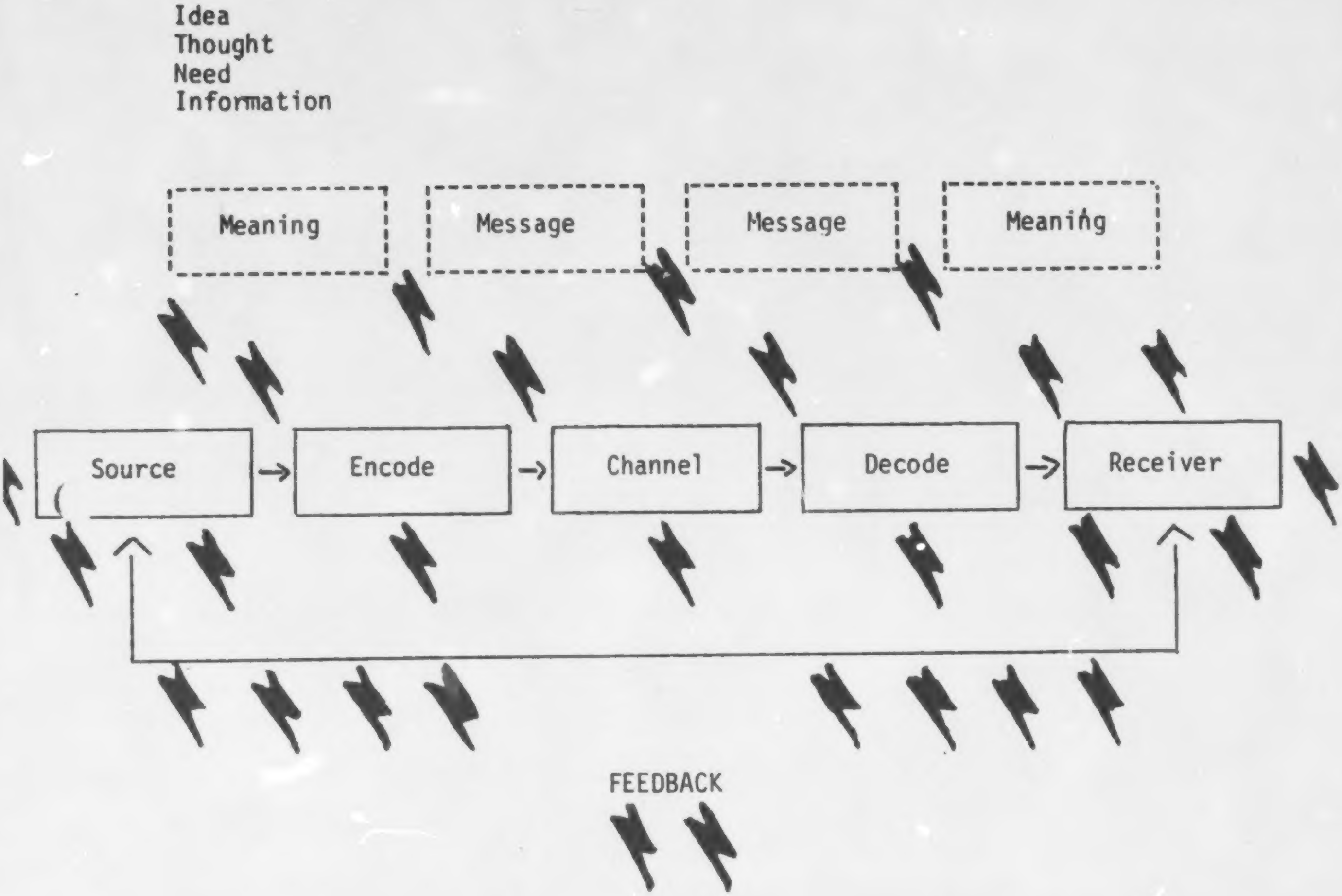
C. The leadership continuum shows that manager and followers' responsibilities complement each other. Leaders on this continuum may be described as: (transparency)

1. Autocratic--manager commands, disciplines, has work-centered emphasis. Works best with employee who is insecure, dependent, likes direction; or aggressive, hostile employee who must be firmly controlled for productive accomplishment.
2. Democratic--function of manager is to develop a motivation system; manager discusses, consults, draws ideas from group; has strong teamwork, participation. Works well with aggressive, cooperative employee who is assertive, self-confident.
3. Free-rein--manager acts as facilitator and exercises minimum control, depends upon employees' sense of responsibility and good judgment. Most difficult to use, but works well for employee who is highly individualistic.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #1

THE COMMUNICATION PROCESS


Idea
Thought
Need
Information
Meaning
Message
Message
Meaning
Source
Encode
Channel
Decode
Receiver
FEEDBACK

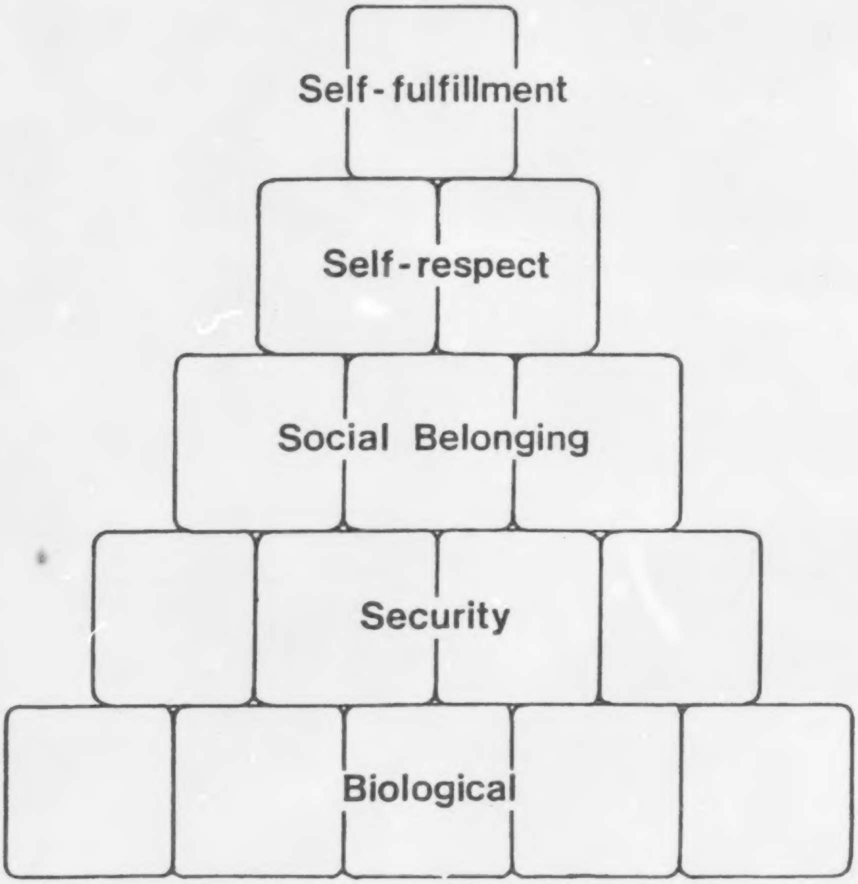
The process of human communication involves the transfer of meaning through the encoding of a message by a source who sends it through a channel to a receiver. The receiver decodes the message and provides feedback for the original source. The small lightning bolts represent noise, which is present at all stages of the communication process.

Source: Newport, M. Gene (ed.) Supervisory Management: Tools and Techniques. St. Paul: West Publishing Co., 1976, p. 158.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #2

ORDER OF PRIORITY OF HUMAN NEEDS


Self-fulfillment
Self-respect
Social Belonging
Security
Biological

Source: Haimann, Theo. Supervision: Concepts and Practices of Management Cincinnati: South-Western Publishing Co., 1977, p. 56.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #3

HERZBERG'S MOTIVATION THEORY

HYGIENE FACTORS	MOTIVATORS
Working Conditions	Recognition
Money, Status, Security	Opportunity for Advancement
Interpersonal Relationships	Challenging Work
Supervision	Responsibility for Work
Company Policies and Administration	Opportunity for Growth and Advancement

Source: Preston, Paul. Management for Supervisors. Englewood Cliffs: Prentice-Hall, 1978, p. 197.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #4

MASLOW	HERZBERG
Physiological	Money
Security	Security, Working Conditions
Social	Status, Interpersonal Relationships, Supervision, Company Policies, and Administration
Esteem	Recognition, Challenging Work, Responsibility for Work, Opportunity for Growth, Advancement, and Development
Self-Actualization	

Source: Preston, Paul. Management for Supervisors. Englewood Cliffs: Prentice-Hall, 1978, p. 198.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #5

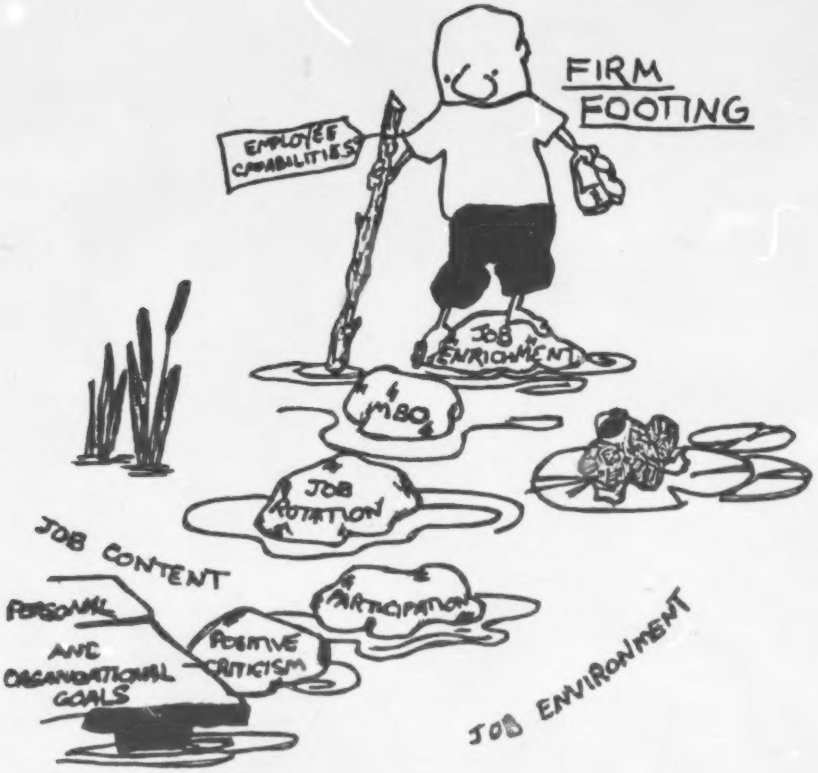
HOW SUPERVISORS AND WORKERS RATED TEN JOB CONDITIONS

Job Conditions	Workers' Rating	Supervisors' Rating
Full appreciation for work done	1st	8th
Feeling "in" on things	2nd	10th
Sympathetic understanding of personal problems	3rd	9th
Job security	4th	2nd
Good wages	5th	1st
Interesting work	6th	5th
Promotion and growth with company	7th	3rd
Management loyalty to workers	8th	6th
Good working conditions	9th	4th
Tactful disciplining	10th	7th

Source: Haimann, Theo. Supervision: Concepts and Practices of Management. Cincinnati: South-Western Publishing Co., 1977, p. 64.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #6


FIRM FOOTING
EMPLOYEE CAPABILITIES
JOB ENRICHMENT
MBO
JOB ROTATION
JOB CONTENT
PARTICIPATION
PERSONAL AND ORGANIZATIONAL GOALS
POSITIVE CRITICISM
JOB ENVIRONMENT

Source, Terry, George R. Supervision. Homewood: Richard D. Irwin, 1978, p. 239.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #7

Theory X: The Traditional View of Direction and Control

Assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y: A New Theory of Direction and Control

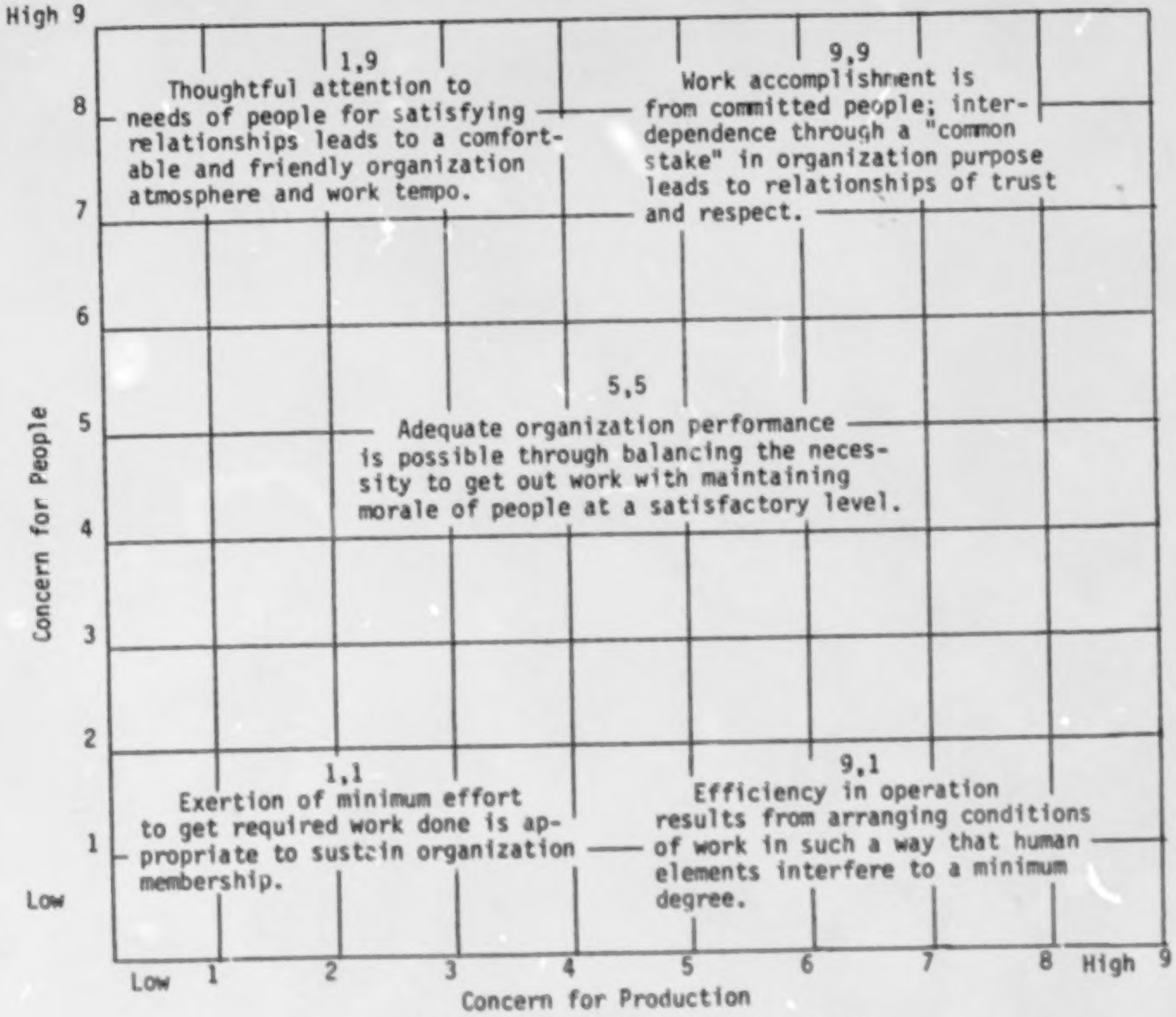
Assumptions:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

*Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960) pp. 33-34 and 47-48.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #8



1,9 Thoughtful attention to needs of people for satisfying relationships leads to a comfortable and friendly organization atmosphere and work tempo.

9,9 Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.

5,5 Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

1,1 Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

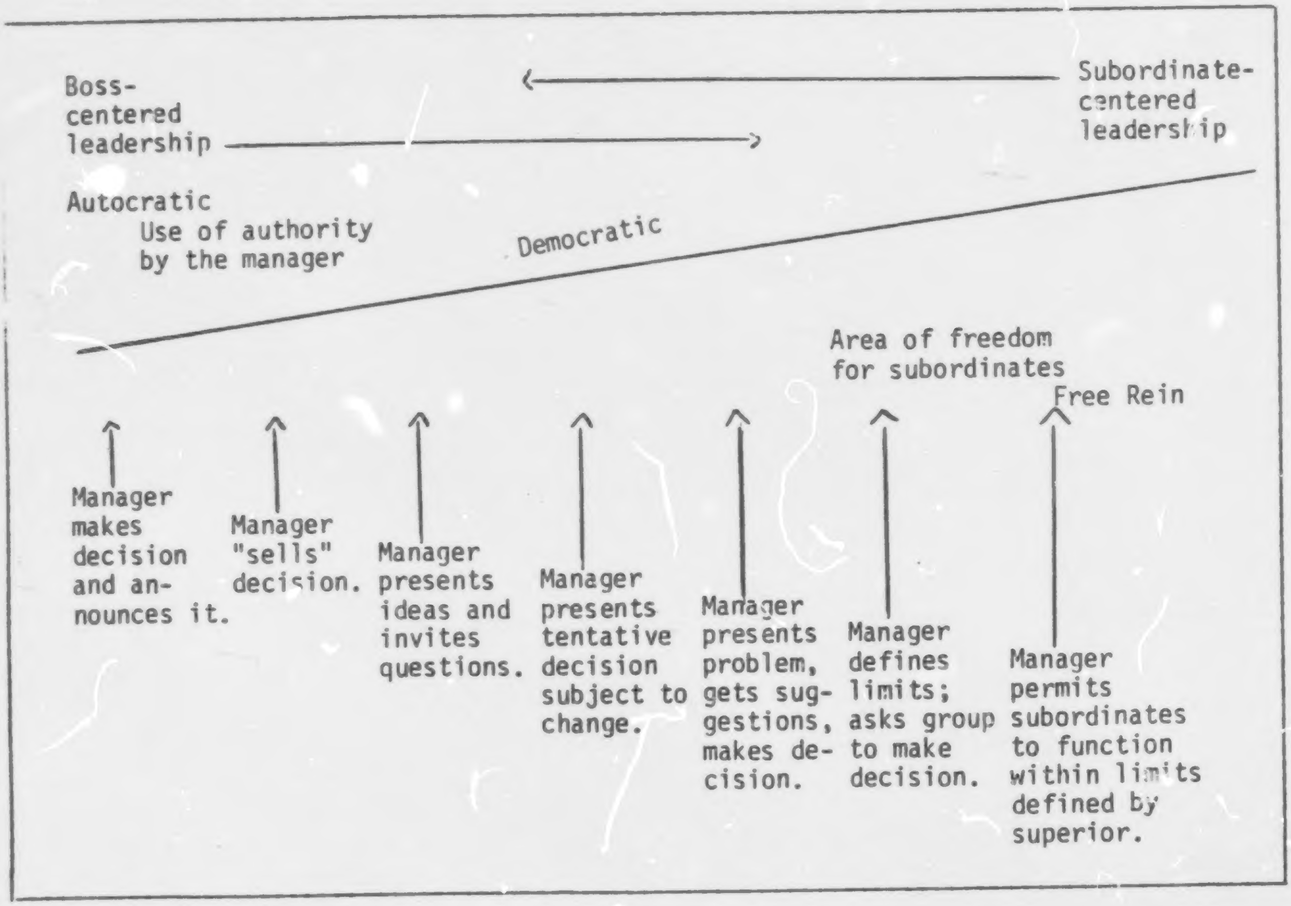
9,1 Efficiency in operation results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

FIGURE 8-1. The Managerial Grid*

*The Managerial Grid figure from The Managerial Grid, by Robert R. Blake and Jane Srygley Mouton. Houston: Gulf Publishing Company, Copyright 1964, p. 10. Reproduced with permission.
in Paul Preston, Management for Supervisors. Englewood Cliffs: Prentice-Hall, 1978.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

TRANSPARENCY MASTER #9



Boss-centered leadership →

← Subordinate-centered leadership

Autocratic

Use of authority by the manager

Democratic

Area of freedom for subordinates

Free Rein

- Manager makes decision and announces it.
- Manager "sells" decision.
- Manager presents ideas and invites questions.
- Manager presents tentative decision subject to change.
- Manager presents problem, gets suggestions, makes decision.
- Manager defines limits; asks group to make decision.
- Manager permits subordinates to function within limits defined by superior.

adapted from Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, Vol. XXXIV (March-April, 1958), p. 96.

in Henry L. Sisk, Management and Organization. 2nd ed. (Cincinnati: South-Western, 1973), p. 500.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

ASSIGNMENT SHEET #1

Take this self-quiz and evaluate your communication effectiveness:

In carrying out communication, do you:

	Yes	No	Don't know
1. Determine the precise purposes of the communication; do you have something to say?	______	______	______
2. Include your objectives in your message; no bias or prejudice is included?	______	______	______
3. Evaluate the types and amount of information required to reach your objective?	______	______	______
4. Give your communication clarity; is it briefly and simply stated?	______	______	______
5. Select the words and language needed to meet requirements of the situation and the receiver?	______	______	______
6. Employ gestures, drawings, and visual effects to aid in conveying your message?	______	______	______
7. Encourage feedback so that truly two-way communication is present?	______	______	______
8. Make it easy for the receiver to ask questions?	______	______	______
9. Create the correct mood, attitude, and impression for the reaction you want?	______	______	______
10. Strive to understand what the receiver's reply really meant?	______	______	______
11. Listen and "hear the receiver out," even though you anticipate what will be said. Did you cut the discussion short assuming the receiver would say or do the right thing?	______	______	______
12. Provide the receiver a definite course, action, or belief to follow as a result of the communication?	______	______	______
13. Find yourself falling asleep when listening to a speech, even though you're sitting upright and paying attention?	______	______	______

		Yes	No	Don't know
14.	Find that you get quickly bored and lose interest when a person talks in a dull voice or in an unfamiliar accent?			
15.	Listen only for facts?			
16.	Let your mind wander and daydream when you should be listening?			
17.	Read things that are easy to read and avoid difficult readings; "turn off" television programs or speakers who are "over your head?"			
18.	When listening to someone make a presentation, make an outline (either in your head or by taking notes)?			

Source: Preston, Paul. Management for Supervisors. Englewood Cliffs: Prentice-Hall, 1978.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

ASSIGNMENT SHEET #2

Read the following case study and answer the questions:

THE BUS BARN

Bob Washington was upset and was looking for Ed Graham. Ed is the supervisor of the maintenance yard of the Tri-County Bus Lines, and Bob is the senior mechanic on the day shift. Both men have been with the company for about 20 years, and they are social as well as on-the-job friends. However, that friendship was not much in evidence as Bob stormed into Ed's office.

"Ed, what's this nonsense about having to take next Friday off, and with no pay? It doesn't sound fair at all, especially with all the time I've put in on the job for this outfit. I think some consideration should be given to us hourly guys. You supervisors get your pay, no matter how many days you work, but in the trenches we only get paid when we work, and it looks like Friday we don't!"

Ed was surprised at Bob's information. He'd heard nothing about any Friday layoff, although the top management did discuss the possibility of cutting back some of the hours in the maintenance area because of the general economic slowdown. But, to the best of Ed's knowledge, nothing was ever decided, and surely Bob knew that Ed would square with him if a decision was reached.

Ed called Jerry Browne, the operations manager, and asked him about Washington's allegation. Browne assured Ed that this was not the case, and that Washington must have heard an unfounded rumor.

Just as Ed was planning to leave for the day, he got a call from Jerry Browne. Browne just received a note from the top management instructing him to post a notice that all hourly workers were to be given Fridays off without pay for an indefinite period. This move was necessary because of declining profits and increased competition from another bus line. The notice went on to state that supervisory and office personnel and the drivers were not affected by this move "at this time."

Jerry Browne apologized to Ed for apparently misleading him this morning. "This is the first I knew about it," Jerry protested.

Ed slammed down the phone and quickly dialed his friend Bob. As the phone rang, Ed began to think. "Just what can I say, after my assurances this afternoon?"

1. Is this problem a common one for supervisors?
2. How would you evaluate the communication system in the company?
3. What can Ed say to Bob?

Source: Terry, George R. Supervision. Homewood: Richard D. Irwin, 1978.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

ASSIGNMENT SHEET #3

Read the following situation:

Supervisor Joe has taken a deep look at himself and his department and has decided he must delegate more to his employees for the following reasons: (1) He has been working fifty hours a week instead of forty. (2) The pressure of trying to get everything done has put him on edge with some of the staff. (3) He has not been sleeping well because of worry. Last night he spent three hours formulating a list of responsibilities he might delegate to his five employees. The list is as follows:

1. A weekly report that takes fifty minutes to prepare. This report could easily be delegated to Mrs. R., but it would reveal certain departmental figures that have not been revealed to employees in the past. There is nothing secret about the data, but Joe feels he might lose control if everybody knows what goes on.

2. A weekly fun job that Joe has always enjoyed doing. Miss Q. would love to do the job (she would probably do it better than Joe), but Joe wants to keep it because it keeps him closer to his employees and facilitates communication. This job usually takes about one hour.

3. A very routine weekly stock or supply room count that takes an hour and a half. Joe has delegated this job before, but he always winds up taking it back because the grumbling from the employee disturbs him more than doing the job himself. Besides, sometimes the count is wrong and he ends up doing the job himself anyway.

4. A very short (fifteen-minute) telephone call every day at 4:00 p.m. to get some data to the computer center. Joe has refused to delegate this because if it is not done accurately he will be reprimanded by Mr. Big. Mr. K. would be able to do the job and not be overloaded.

5. A daily (ten-minute) delivery job of a special report to top management. Joe has kept this to do himself because it gives him a chance to have a cup of coffee and he can play a little politics with middle (and sometimes) top management executives.

6. A special routine meeting each month which many supervisors already delegate to a subordinate. It would be excellent training for Mr. G. to have this assignment. Joe has kept it to himself, however, because he is afraid that something will happen at the meeting that he won't know about.

Now decide which things Joe should delegate. Give reasons for your choices.

Source: Chapman, Elwood N. Supervisor's Survival Kit. 2nd ed. Chicago: Science Research Assoc., 1975.

ACHIEVING MANAGEMENT SKILLS
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UNIT III

ASSIGNMENT SHEET #4

Read the following case study and answer the questions:

THE REAL WORLD

"Recognition? You gotta be kidding. Why, my truckers are the best paid in the area. They're not here long enough to get any recognition. If they're not on the road hauling their rigs and making dough, they're in some bar getting rid of it as fast as they can spend it. Recognition and motivation is just a lot of hooey. I drove trucks in my day, and we did it for cold, hard cash. You don't baby trucking people. You pay 'em and leave 'em alone!

"My management philosophy? It's simple. It's based on the facts of life. I hire the best men in this area, and I pay 'em top dollar. I'm not about to waste my time and energy worrying about theory nonsense some professor spouts off. Those guys just never met truckers."

1. Do you agree with this philosophy?
2. Is it a realistic viewpoint?
3. Are there viewpoints this supervisor is overlooking? Do people want only money?

Source: Preston, Paul. Management for Supervisors. Englewood Cliffs: Prentice-Hall, 1978.

ACHIEVING MANAGEMENT SKILLS
INPUT AND OUTPUT
UNIT III

ASSIGNMENT SHEET #5

"ASSUMPTIONS ABOUT PEOPLE: PERSONAL ANALYSIS OF LEADERSHIP STYLES"*

Directions: This instrument is designed to help you better understand the assumptions you make about people and human nature. There are ten pairs of statements. Assign a weight from 0-10 to each statement to show the relative strength of your belief in the statements in each pair. The points assigned for each pair must in each case total ten. Be as honest with yourself as you can and resist the natural tendency to respond as you would "like to think things are." This instrument is not a "test." There are no right or wrong answers. It is designed to be a stimulus for personal reflection and discussion.

1. It's only human nature for people to do as little work as they can get away with. ______(a)

   When people avoid work, it's usually because their work has been deprived of its meaning. 10 (b)

2. If employees have access to any information they want, they tend to have better attitudes and behave more responsibly. ______(c)

   If employees have access to more information than they need to do their immediate tasks, they will usually misuse it. 10 (d)

3. One problem in asking for the ideas of employees is that their perspective is too limited for their suggestions to be of much practical value. ______(e)

   Asking employees for their ideas broadens their perspective and results in the development of useful suggestions. 10 (f)

4. If people don't use much imagination and ingenuity on the job, it's probably because relatively few people have much of either. ______(g)

   Most people are imaginative and creative but may not show it because of limitations imposed by supervision and the job. 10 (h)

---

*Adapted from M. Scott Myers, "Every Employee a Manager" (New York: McGraw-Hill Book Company, 1970).

David A. Kolb, Irwin M. Rubin, and James M. McIntyre, "Organizational Psychology: An Experimental Approach," 2nd ed., (C) 1974. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey, pgs. 241-246.

in Mainsprings of Motivation. Control Data Education Co., Minneapolis, 1975.

5. People tend to raise their standards if they are accountable for their own behavior and for correcting their own mistakes. ______(i)

People tend to lower their standards if they are not punished for their misbehavior and mistakes. ______(j)
10

6. It's better to give people both good and bad news because most employees want the whole story, no matter how painful. ______(k)

It's better to withhold unfavorable news about business because most employees really want to hear only the good news. ______(l)
10

7. Because a supervisor is entitled to more respect than those below him in the organization, it weakens his prestige to admit that a subordinate was right and he was wrong. ______(m)

Because people at all levels are entitled to equal respect, a supervisor's prestige is increased when he supports this principle by admitting that a subordinate was right and he was wrong. ______(n)
10

8. If you give people enough money, they are less likely to be concerned with such intangibles as responsibility and recognition. ______(o)

If you give people interesting and challenging work, they are less likely to complain about such things as pay and supplemental benefits. ______(p)
10

9. If people are allowed to set their own goals and standards of performance, they tend to set them higher than the boss would. ______(q)

If people are allowed to set their own goals and standards of performance, they tend to set them lower that the boss would. ______(r)
10

10. The more knowledge and freedom a person has regarding his job, the more controls are needed to keep him in line. ______(s)

The more knowledge and freedom a person has regarding his job, the fewer controls are needed to insure satisfactory job performance. ______(t)
10

Theory X Score = Sum of (a), (d), (e), (g), (j), (l), (m), (o), (r), and (s).

Theory Y Score = Sum of (b), (c), (f), (h), (i), (k), (n), (p), (q), and (t).

X ____________

Y ____________

ACHIEVING MANAGEMENT SKILLS
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REVIEW SHEET

Check what you have learned about communication, delegation, and motivation, by completing the review sheet below. Then check your answers with the information sheet materials. If you get all twelve items right, you're doing a terrific job! Ten right is good; eight right is fair; and if you got six or less right, you need some review on the principles.

1. Match the following terms and their definitions:

______A. Communication

______B. Delegation

______C. Motivation

1. A process by which supervisors entrust certain employees with the accomplishment of specific work objectives.
2. The act of stimulating someone to take a desired course of action.
3. The transmission and reception of a message that travels between two or more persons.

2. List the three forms of communication and some advantages and disadvantages of both oral and written communications.

forms:

a.

b.

c.

advantages and disadvantages:

a.

b.

c.

d.

3. Describe the communication process, including all seven points in the process.

a.

b.

c.

d.

e.

f.

g.

4. List seven barriers to communication.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

5. List seven suggestions for improving organizational communications.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

6. Discuss the skill of listening, especially three tips for increasing listening ability.

   a.

   b.

c.

7. List five reasons why managers should delegate, five reasons why managers fail to delegate, and two times when delegation will not work.

should delegate:

a.

b.

c.

d.

e.

fail to delegate:

a.

b.

c.

d.

e.

will not work:

a.

b.

8. Discuss six delegation techniques.

a.

b.

c.

d.

e.

f.

9. Compare and contrast the motivation theories of Maslow and Herzberg.

10. Discuss the four factors affecting motivation.

    a.

    b.

    c.

    d.

11. List seven motivational devices managers may use.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

12. Compare and contrast the management philosophies of McGregor, the managerial grid, and the leadership continuum.

ACHIEVING MANAGEMENT SKILLS
PUBLICS AND PRIVATES
UNIT IV

UNIT OBJECTIVES

This unit will give the manager an opportunity to increase management skills in regard to government regulations, problem-solving, and public relations. In studying the three topics, specific techniques for each will be presented as well as opportunities to participate in actual practice activities.

SPECIFIC OBJECTIVES

Upon completion of this unit, the participant should be able to:

1. Match definitions with the following terms: decision-making, problem-solving, public relations.
2. List seven areas of federal regulation and five areas of state and local regulation affecting business.
3. List three taxes a business collects as an agent and four taxes imposed upon the business.
4. Demonstrate the use of the problem-solving and decision-making processes in handling a given problem situation.
5. Diagram the public relations procedure and list seven community relations techniques.

ACHIEVING MANAGEMENT SKILLS
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UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide participants with objective sheet.
  B. Provide participants with information and assignment sheets
  C. Discuss unit and specific objectives.
  D. Discuss information and assignment sheets.
  E. Discuss review sheets.

II. Participant:

  A. Read objectives.
  B. Study information sheets.
  C. Complete assignment sheets.
  D. Check that you can achieve each specific learning objective.
  E. Complete and check review sheets.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives
  B. Information sheets
  C. Transparency masters:

    1. Problem-solving process
    2. Public relations procedure

  D. Assignment sheets:

    1. Problem-solving practice
    2. Public relations case study

  E. Review sheets

II. References:

  A. Baumback, Clifford M. How to Organize and Operate a Small Business. 5th ed. Englewood Cliffs: Prentice-Hall, 1973. (A)

  B. Canfield, Bertrand R. Public Relations. 5th ed. Homewood: Richard D. Irwin, 1968. (C)

C. Harpham, Charles. Director of the Professional Development Center, Platte Technical Community College, Columbus, Nebraska. (B)

D. Metcalf, Wendell O. *Starting and Managing a Small Business of Your Own*. Washington: SmallBusiness Administration, 1973. (A)

E. Noller, Ruth B. *Scratching the Surface of Creative Problem-Solving: A Bird's Eye View of CPS*. Buffalo: D.O.K. Publishers, Inc., 1977. (B)

F. Sisk, Henry L. *Management and Organization*. 2nd ed. Cincinnati: South-Western Publishing Co., 1973. (B)

G. Stephenson, Howard (ed.) *Handbook of Public Relations*. New York: McGraw-Hill, 1971. (C)

REFERENCE CODE:

A--government regulations
B--problem solving
C--public relations

ACHIEVING MANAGEMENT SKILLS
PUBLICS AND PRIVATES
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Decision-making--The selection of one course of action from two or more alternate courses of action.
   B. Problem-solving--A process undertaken by an individual in order to resolve tensions created by a situation that thwarts the course of activity.
   C. Public relations--The management function which evaluates public attitudes, identifies the policies and procedures of the organization with the public interest, and executes a program of action to earn public understanding and acceptance.

II. Many governmental regulations affect every business, and professional advice should be sought by each business owner or manager to fully understand those that apply directly to him/her. However, some of the most common regulations include:

   A. Federal regulations:

      1. Regulating competition:

         a. Sherman Anti-Trust Act of 1890--aimed at the dissolution of monopolies.
         b. Clayton Act and Federal Trade Commission (FTC) Act of 1914--restrict practices such as price-fixing.
         c. Wheeler-Lea Act of 1938--Prohibit misrepresentation in advertising.
         d. Some unfair trade practices identified by the FTC:

            1. Price cutting to eliminate competition.
            2. Misbranding.
            3. Secret rebates.
            4. Spying on competitors.
            5. Boycotts.
            6. Misleading advertising.
            7. Bait advertising.
            8. Pirating employees.
            9. Selling used items as new.

         e. Some FTC programs of interest to small businessmen/women:

            1. Division of Trade Practice Conferences (written rules interpreting laws enforced by the FTC).
            2. Division of Discriminatory Practices (investigates complaints).

2. Price regulations.

   a. Price fixing (not applicable in many states since they have no anti-trust laws and many small businesses are not interstate).
   b. Price discrimination (Robinson-Patman Act of 1936--offering goods at different prices to different people).
   c. Price cutting ("anti-loss-leader laws"--usually cannot be enforced).
   d. Resale-price maintenance ("fair-trade laws"--defeated in 1951).

3. Merchandise regulations.

   a. Health and safety laws--Food and Drug Administration, 1938.
   b. Labeling--especially applicable to wool and fur products.
   c. Tradenames, patents, and trademarks--requires registering with the Patent Office as result of the Lanham Act of 1947.

4. Consumer protection laws.

   a. Fair Credit Reporting Act of 1971--provides for control of erroneous information on consumer credit ratings.
   b. Truth-in-Lending Act of 1969--disclosure of credit terms in standard terminology.

5. Advertising regulations--prohibits use of misleading names like "cylk" or "artificial silk"; also restricts use of "free" in advertising promotions.
6. Environmental protection--various pollution controls.
7. Labor legislation.

   a. Settlement of labor disputes--laws regarding unfair union practices including the Wagner Act of 1935, the Taft-Hartley Act of 1947, and the Landrum-Griffin Act of 1959.
   b. Fair employment practices--1964 Civil Rights Act, EEO, Affirmative action, Handicapped.
   c. Regulation of wages, hours, and working conditions--Fair Labor Standards Act of 1938, dealing specifically with minimum hourly wages and time-and-a-half for overtime work (employees of retail stores and service establishments with annual gross sales volumes of less than $250,000 are not covered).
   d. Protective legislation for women and children--the Fair Labor Standards Act and conditions of equal pay for equal work and equal opportunity for women.
   e. Economic security legislation--primarily Social Security and unemployment laws; designed to:

      1. Minimize losses an employee might sustain from industrial accidents, occupational diseases, and involuntary unemployment.
      2. Provide hospital and medical care for the employee.
      3. Furnish some income to the employee after his/her retirement.

f. Occupational Safety and Health Act of 1970--general duty of employer to furnish places of employment free from recognized hazards likely to cause death or serious physical harm.

B. State and local regulations:

1. Licensing--most service businesses are subject to regulation for the protection of public health and morals.
2. Fire, safety, and zoning restrictions.
3. Workmen's compensation--protection from income loss from industrial accidents and occupational diseases.
4. Involuntary unemployment benefits.
5. Other state laws similar to federal laws.

III. Taxes are also part of governmental regulations affecting businesses.

A. A business is both an agent and a debtor of the government in the matter of taxation.

1. Those taxes it collects as an agent include:

   a. Income taxes withheld from employee's earnings.
   b. Social Security tax (FICA) liability of employees.
   c. Sales tax imposed on consumers by state and local governments.

2. Those taxes imposed upon business include:

   a. Payroll tax expenses associated with employee earnings:

      1. FICA--an amount equal to the tax on employees' earnings.
      2. FUTA--unemployment taxes imposed by federal and/or state.

   b. Income tax on both the state and federal level.
   c. Excise tax--imposed on certain occupations or for the sale and use of some items.
   d. State and local taxes such as real estate taxes, personal property taxes, and license fees.

B. Tax planning to avoid unnecessary taxation requires the advice of an accountant or lawyer. However, some possibilities include:

1. Keeping net income as low as possible to avoid the increasing percent levied in each higher tax bracket.
2. Avoiding "double" taxation (first against corporation income and then against shareholder's income) which occurs in the corporate form of business.
3. Legitimately diverting business income into the expenses of salaries or fees that may accrue to the benefit of the taxpayer. Family partnerships may accomplish this.
4. Converting ordinary income into capital gains which will be taxed at a lesser rate than ordinary income.
5. Combining the choice of legal form and the firm's operational pattern to permit some discretion as to when income is taken out of the business.

IV. Managers solve problems and make decisions using a process of: (transparency)

A. Identifying the tension:

1. Think about the concerns you have, the situation that needs change. For example:

   I have a mid-management position at a local industry and work approximately 48 hours per week, plus approximately two evening meetings per week and two out-of-town trips of 2-3 days length per month. I have just been notified that I have won a mobile van-type vehicle for making and vending ice cream. I will have to forfeit the prize if I don't take possession within four weeks and sign an agreement to operate the vehicle at least 35 hours per week. What should I do?

2. List the facts about that situation. Be specific about the who, why, what, how, when, and where involved. Be sure these are facts, not opinions. For example:

   who--I have won a vehicle for making ice cream.
   I already have a job.
   what--My job requires considerable time.
   I could supplement my income with this vehicle.
   when--The vehicle must be claimed within four weeks.
   I must agree to operate it at least 35 hours per week.

B. Finding the problem:

1. State the problem in a single, clear, concise statement which begins with the words, "In what ways might I. . .". For example:

   In what ways might I keep my job and also have time to operate the ice cream vehicle?

2. Restate the problem two or three times until you are satisfied that the problem statement is one that accurately identifies the problem. For example:

   In what ways might I get the most benefit from the vehicle? In what ways might I make the vehicle a financial asset?

C. Finding ideas:

1. List as many ideas as you can think of that might solve the problem. For example:

   lease the vehicle to someone else
   cut down work hours and run van on nights and weekends
   have wife and children run vehicle

2. Stretch your imagination; try to break your habitual thought patterns. Remember that in the idea finding stage you want to produce as many ideas as you can, without judging as to their practicality. For example:

   sell the ice cream at the plant during lunch hours and breaks
   take call-in orders at home and office
   lease to high school as Junior Achievement project
   run van full-time and investigate ice cream management opportunities

D. Finding solutions:

1. Look all your ideas over, weighing each as to how well it might solve your problem.
2. To evaluate each solution, use criteria such as:
   a. Cost.
   b. Time involved.
   c. Effect on quality.
   d. Effect on utilization of manpower.
   e. Effect on safety.
   f. Effect on materials use.
   g. Other considerations specific to the situation.

   For example:

   cost--leasing van will result in less profit
   running van full-time will mean loss of salary at plant
   operating van self or with family will make most profit
   time--can operate van more than 35 hours per week if lease
   selling at plant during lunch and breaks will not make the 35 hours required; also will distract from my own work time
   quality--the quality of my work at the plant will probably suffer if I try to cut down on work hours or sell at the plant or take call-in orders at the office
   manpower--my wife already has a job also and my children are too young to run the van on their own
   leasing to Junior Achievement would mean a large number of different operators of the vehicle

3. Choose the idea you will use, based on the criteria evaluation.

   I will lease the van to someone else.

E. Implementing the chosen solution:

1. Devise a plan of action and put it into an outline. For example:

   First, I will take possession of vehicle and sign the 35-hour-per-week agreement. Then, I will advertise for someone to operate the vehicle on a leasing basis. Next, I will have a lawyer draw up the leasing agreement.

2. Ask yourself who might be involved or help you; what they will do; when and where this will be done; how it will be done; and what the results will be. Form your plan of implementation around the answers to those questions. For example:

who--the person I lease to will have to be a high school graduate, have references of good character, and not have another job
what--s/he will need skills in selling, in operation of the equipment, and in keeping a neat work station; s/he will need to be willing to go to the ice cream company office for the 2-week training session in making the ice cream
when--s/he must work during prime selling hours: in summer, 2:00 p.m.-10:00 p.m.; in winter, during school lunch hour and 3:00 p.m.-10:00 p.m.; weekend work will also be required
where--summer hours will concentrate around swimming pool area, parks, shopping areas; winter hours, at high school during lunch hour, after school, at school events in evenings
how--price will be set by leasor and leasor will also handle all costs (see lease agreement)
results--leasee will receive percentage of profits (see lease agreement)

V. Public relations is also a part of conducting business.

A. The goal of public relations is to convince people that they should adopt a certain attitude or pursue a certain course of action. This is accomplished by:

1. Attracting attention.
2. Winning belief.
3. Imparting understanding.

B. The public relations procedure includes: (transparency)

1. Internal research--collect information and ideas from within the organization; "what is the message we want to send to the public?"
2. Integration with policy--apply judgment to be sure every message furthers management purposes.
3. Preparation of the message--uses appropriate form based on to whom the message is to be sent and the most effective means of reaching that target audience.
4. Communication--deliver the message to the public concerned.
5. External research--evaluate the extent to which the message has been received, the effect it has had, and the nature of the public's reaction.

C. Community relations techniques:

1. Contributions and fund drives. The budget should include provision for charitable contributions and civic projects. Personal time in the form of campaign leadership can also further community relations.
2. Civic improvements. Involvement in community educational or recreational facilities, service clubs, etc., give wide exposure to a company.

3. Speaker's bureau. Another good way of reaching the public is by having available several company officials who are willing to speak to local clubs, societies, and civic groups.
4. Advertising. A company can use advertising to sell a point of view as well as to sell merchandise.
5. Community open house. Inviting neighbors to see personally the people and machines that make up the organization can be a most successful public relations tool.
6. Plant tours for special groups. Such visits may give the company the opportunity to explain its operations or present its viewpoint directly to influential community citizens.
7. Publicity and press relations. A simple measure of how well a company is known in its home city is the frequency with which its name appears in the local newspapers or on the local TV or radio stations. A management official should be readily available to the press and should take the initiative in sending them newsworthy items.
8. Cooperation with schools. Assistance in vocational education programs and provision of scholarships are some of the ways a company can foster community relations through the schools.
9. Basis of good consumer relationships:

    a. Product value. Company reputation depends upon product features, design, sound performance, and adequate supply conveniently available at fair prices.
    b. Service values. A sound guarantee, accessible service from trained personnel, regular maintenance, and reliable parts at fair prices create consumer satisfaction.

ACHIEVING MANAGEMENT SKILLS
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TRANSPARENCY MASTER #1

The Problem-Solving Process:

A. Identify the tension

B. Find the problem

C. Find ideas

The Decision-Making Process:

A. Find solutions

B. Implement the solution

ACHIEVING MANAGEMENT SKILLS
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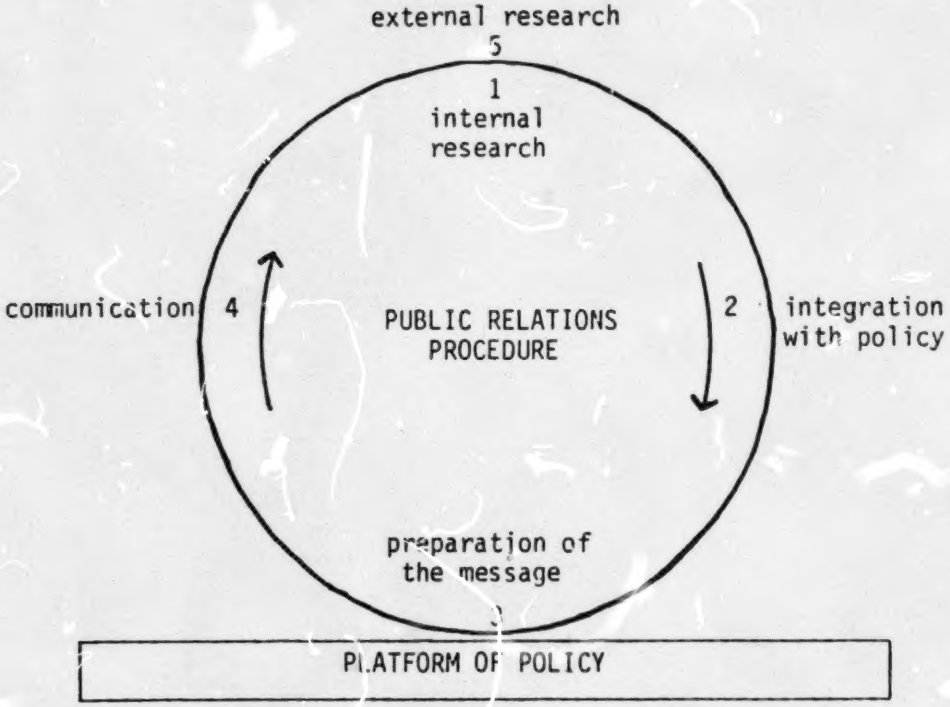
TRANSPARENCY MASTER #2


external research
5
1
internal
research
communication
4
PUBLIC RELATIONS
PROCEDURE
2
integration
with policy
preparation of
the message
3
PLATFORM OF POLICY

In the light of the effect indicated by external research, there is always the constant likelihood that more internal research will be needed, and thus the circle continues. A circle never ends, nor does the public relations of a living organization.

This simple diagram should make it clear that public relations cannot be equated with communications, which forms part, but not all, of the process.

Source: Stephenson, Howard (ed.) Handbook of Public Relations. New York: McGraw-Hill, 1971, p. 19.

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ASSIGNMENT SHEET #1

PROBLEM-SOLVING AND-DECISION MAKING

Below are descriptions of two actual problem situations. Using the attached sheets with an outline of the problem-solving and decision-making processes, practice solving any one of these problems.

Problem #1

A company that manufactures chemicals has a problem in shipping. The problem has come up because of high employee turnover and failure to meet shipping schedules in the department. Before shipping, each barrel of chemicals has to be weighed. It is the task of several employees on each shift to lift each barrel of chemicals onto a scale, weigh it, and then remove it. Thus, employees stay away from that assignment whenever they can, and those who cannot, complain of being overworked, backaches, etc. This has caused a pile-up in the department and delays in the shipping schedule.

Problem #2

A supervisor makes the following observations in his department: The majority of the employees are lax in completing routine and assigned tasks. Generally, there is very little evidence of a "sense of urgency." There has been an increase in the number of individuals in groups who are visiting back and forth. A substantial number of employees return slowly, or late from coffee breaks. Also, the amount of "toilet time" is increasing. Buckpassing is the most apparent. Comments like the following are common: "If it weren't for those employees on the other shift, the job would be done;" and "Department so and so is the cause of this screwup."

I. The process of problem-solving:

A. The tension:

1. The concern or situation that needs change:

2. The facts about that situation:

Who

Why

What

How

When

Where

B. Problem finding:

1. State the problem: In what ways might I

2. Restate the problem:

C. Idea finding.

1. List ideas:

a.

b.

c.

d.

2. Stretch your imagination. List more ideas:

a.

b.

c.

II. The process of decision making

- A. Solution finding:
  - 1. Look ideas over
  - 2. Evaluate each, using criteria:
    - a. Cost
    - b. Time involved
    - c. Effect on quality
    - d. Effect on utilization of manpower
    - e. Effect on safety
    - f. Effect on materials use
    - g. Other considerations
  - 3. Choose the idea you will use:

- B. Implement your decision:
  - 1. Make a plan of action:
    - a. First, I will
    - b. Then, I will
    - c. Next,
    - d. Next,
  - 2. Fill in details:
    - a. Who will be involved:
    - b. What will they do:
    - c. What will they need for the job:
    - d. When will it be done:
    - e. Where will it be done:
    - f. How will it be done:
    - g. What will the results be: (how will others benefit)

ACHIEVING MANAGEMENT SKILLS
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ASSIGNMENT SHEET #2

PUBLIC OPINION FORMATION

Hodges Paper Corporation

Read the following case study and decide what can be done to correct the problem situation:

The Hodges Paper Corporation, Chicago, Illinois, manufactures and distributes annually $300 million worth of shipping containers, paper, and fiberboard. Eight mills are located in six states in the United States, in addition to mills in England, France, and Italy. More than 10,000 men and women are employed by the corporation in its domestic and foreign plants and sales offices.

The public relations of the corporation is administered by a headquarters staff of 30, organized in five sections: advertising, publicity, community relations, photography, and research and statistics. Each section is headed by a manager who is responsible to the vice president in charge of public relations.

In the eight communities in the United States where Hodges' mills are located, the corporation, in common with other paper producers, is confronted with two public relations problems, air pollution and stream pollution. One Hodges mill, located in a Virginia community of 60,000, disposed of its waste in a river that runs through the city. Public opinion in the community was highly critical of the company for contaminating the local water supply.

The corporation recognized that it had an obligation and a responsibility to the community, as well as to its 2,000 employees living in the area, to correct the difficulty. Accordingly, Hodges invested more than $3 million in installing a waste-recovery process, but in so doing created an unforeseen air-pollution problem of community wide magnitude.

When the waste-recovery plant began operation, the odor from the mill became more noticeable in the community because it was changed in character by the new recovery process. The mill odor overrode most other community odors, and when the numerous community odors mingled, the paper-mill odor was the most distinguishable.

Many people in the mill community believed that Hodges was wholly to blame for the community's air-pollution problem. Public opinion was highly critical of the company and expressed it in angry telephone calls, threatening letters, and other forms of harassment. The editorial columns of the daily papers condemned the company for the offensive odors that polluted the air.

The city in which the mill is located has had a long-standing odor and smog problem. The area is plagued with frequent air inversions. A concentration of industry in the river valley in which the city is situated aggravates the difficulty. The management of the Hodges mill recognizes that the company is involved in the air-pollution problem and should take some action to solve the difficulty.

What can the Hodges organization do to improve community relations?

Source: Canfield, Bertrand R. Public Relations. 5th ed. Homewood: Richard D. Irwin, 1968.

ACHIEVING MANAGEMENT SKILLS
PUBLIC AND PRIVATES
UNIT IV

REVIEW SHEET

Check what you have learned about government regulations, problem-solving, and public relations, by completing the review sheet below. Then check your answers with the information sheet materials. If you get all five items right, you're doing a terrific job. Four right is good; three right is fair; and two or less right means you need some review on the principles.

1. Match the following terms and their definitions:

______A. Decision-making	1. A process undertaken by an individual in order to resolve tensions created by a situation that thwarts the course of activity.
______B. Problem-solving	2. The management function which evaluates public attitudes, identifies the policies and procedures of the organization with the public interest, and executes a program of action to earn public understanding and acceptance.
______C. Public relations	3. The selection of one course of action from two or more alternate courses of action.

2. List seven areas of federal regulation and five areas of state and local regulation affection business.

federal:

a.

b.

c.

d.

e.

f.

g.

state and local:

a.

b.

c.

d.

e.

3. List three taxes a business collects as an agent and four taxes imposed upon the business:

collects:

a.

b.

c.

imposed:

a.

b.

c.

d.

4. Demonstrate the use of the problem-solving and decision-making processes in handling the problem situation given below.

"A department supervisor has just had a meeting with Mary Brown, an employee with three years experience and a fine work record. Mary has shared with her supervisor that she intends to resign and accept a postion with a company in a nearby city. The company is a competitor. Upon being asked by her supervisor the reasons for her leaving, she states that opportunity for professional growth and advancement exist in the company that will be hiring her. At this company, she perceived herself as being blocked to advancement."

5. Diagram the public relations procedure and list seven community relations techniques.

diagram:

techniques:

a.

b.

c.

d.

e.

f.

g.

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